



SUCCESS AND WELLNESS FUNDS PLAN

Promise Academy

GENERAL USE DESCRIPTION

<p>Describe generally how the School will use the funds. (What are the goals/objectives the School expects to achieve?)</p>	<p>Funds will be used to maintain our mental health and Social Emotional Learning support contracts, as well as provide food, transportation, and family engagement services for students experiencing economic disadvantages. Our goal is to minimize barriers to education and increase student attendance, safety, and student achievement.</p>
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COMMUNITY PARTNERS

Identify the name and category of the community partners that coordinated with the School in developing this plan. You must identify at least **two** partners and select which category they fall into.

<p>Partner 1 Name: Total Education Solutions and New Heights Counseling</p>	<p><input checked="" type="checkbox"/> Community mental health prevention or treatment provider <input type="checkbox"/> Local board of alcohol, drug addiction, and mental health services</p>
<p>Partner 2 Name: Ricks Brothers Foundation</p>	<p><input type="checkbox"/> Local board of alcohol, drug addiction, and mental health services <input type="checkbox"/> Educational service center <input type="checkbox"/> County board of developmental disabilities <input type="checkbox"/> Community-based mental health treatment provider <input type="checkbox"/> Board of health of a city or general health district <input type="checkbox"/> County department of job and family services <input checked="" type="checkbox"/> Nonprofit organization with experience</p>

	serving children <input type="checkbox"/> Public hospital agency
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INITIATIVE DETAILS

Describe how the funds will be used. Space for multiple initiatives has been provided. For each initiative use the rows on the following pages to: (a) identify the specific use(s) of the funds; (b) identify the category(ies) of the initiative; (c) describe how you anticipate the use of funds will impact students (including the number of students that will be impacted; include direct and indirect impacts); and (e) explain how impact will be measured.

<p>Initiative #1 Description (Identify the specific use of funds)</p>	<p><u>Access to Mental Health Services</u> All students will have access to mental health services which may include a counselor, school psychologist, social worker, or Social Emotional Learning teacher.</p>
<p>Initiative Category (Select all that apply)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mental health services, including telehealth services, community-based behavioral health services, and recovery supports* <input type="checkbox"/> Physical health care services, including telehealth services and community-based health services* <input type="checkbox"/> Culturally appropriate, evidence-based or evidence-informed prevention services, including youth-led programming and curricula to promote mental health and prevent substance use and suicide, and trauma-informed services <input type="checkbox"/> Services for homeless youth <input type="checkbox"/> Services for child welfare involved youth <input checked="" type="checkbox"/> Community liaisons or programs that connect students to community resources, including behavioral wellness coordinators and city connects, communities in schools, and other similar programs <input type="checkbox"/> Family engagement and support services <input type="checkbox"/> Student services provided prior to or after the regularly scheduled school day or any time school is not in session, including mentoring programs
<p>Anticipated Direct Impact (Identify the grades and number of students that are expected to be directly impacted by this use of funds <u>and</u> how they will be impacted)</p>	<p>All students in 9-12 (approximately 150 students) will be directly impacted as these providers provide tier 1,2, and 3 level services.</p>

<p>Anticipated <u>Indirect</u> Impact (Identify the grades and number of students that are expected to be indirectly impacted by this use of funds <u>and</u> how they will be impacted)</p>	<p>Families of all students will be indirectly impacted as they will receive resources at parent nights, information in the monthly newsletter, and have access to all support personnel.</p>
<p>How will you measure the success of this initiative?</p>	<p>Student feedback survey Teacher feedback regarding student behavior, self development and ownership of action/ consequences Discipline reports Feedback and guidance from providers on overall progress and recommendations for growth. Family feedback Attendance monitoring</p>

<p>Initiative #2 Description (Identify the specific use of funds)</p>	<p><u>Services for students experiencing homelessness</u> Access to nutritious food, transportation, and family engagement coordinator</p>
<p>Initiative Category (Select all that apply)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Mental health services, including telehealth services, community-based behavioral health services, and recovery supports* <input type="checkbox"/> Physical health care services, including telehealth services and community-based health services* <input type="checkbox"/> Culturally appropriate, evidence-based or evidence-informed prevention services, including youth-led programming and curricula to promote mental health and prevent substance use and suicide, and trauma-informed services X Services for homeless youth <ul style="list-style-type: none"> <input type="checkbox"/> Services for child welfare involved youth <ul style="list-style-type: none"> <input type="checkbox"/> Community liaisons or programs that connect students to community resources, including behavioral wellness coordinators and city connects, communities in schools, and other similar programs X Family engagement and support services <ul style="list-style-type: none"> <input type="checkbox"/> Student services provided prior to or after the regularly scheduled school day or any time school is not in session, including mentoring programs

<p>Anticipated <u>Direct</u> Impact (Identify the grades and number of students that are expected to be directly impacted by this use of funds <u>and</u> how they will be impacted)</p>	<p>All students in 9-12 identified as homeless or at risk (approximately 20% of students) will be directly impacted.</p>
<p>Anticipated <u>Indirect</u> Impact (Identify the grades and number of students that are expected to be indirectly impacted by this use of funds <u>and</u> how they will be impacted)</p>	<p>NA</p>
<p>How will you measure the success of this initiative?</p>	<p>Student feedback Family feedback Attendance tracking</p>

History Log

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - History Log

There are **7** status/comments. Displaying page: **1** of **1**

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	6/28/2024 5:20:37 PM	Jaroscak, Jeffrey	Status changed to 'Authorized Representative Approved'.	S
	6/28/2024 12:52:07 PM	Beshara, Kamlie	Status changed to 'Fiscal Representative Approved'.	S
	6/28/2024 12:27:35 PM	Byrne, Alexandra	Status changed to 'Draft Completed'.	S
	6/28/2024 11:23:28 AM	Beshara, Kamlie	Status changed to 'Fiscal Representative Returned Not Approved'.	S
	6/27/2024 11:26:32 AM	Byrne, Alexandra	Status changed to 'Draft Completed'.	S
	6/26/2024 2:49:56 PM	Byrne, Alexandra	Status changed to 'Draft Started'.	S
	6/12/2024 7:36:50 AM	System	Status changed to 'Not Started'.	S

Create Comment

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - History Log

Go To 

Create Comment

Comment

of 4000 characters

Send Email
to CCIP
Contacts

Allocations

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - Allocations

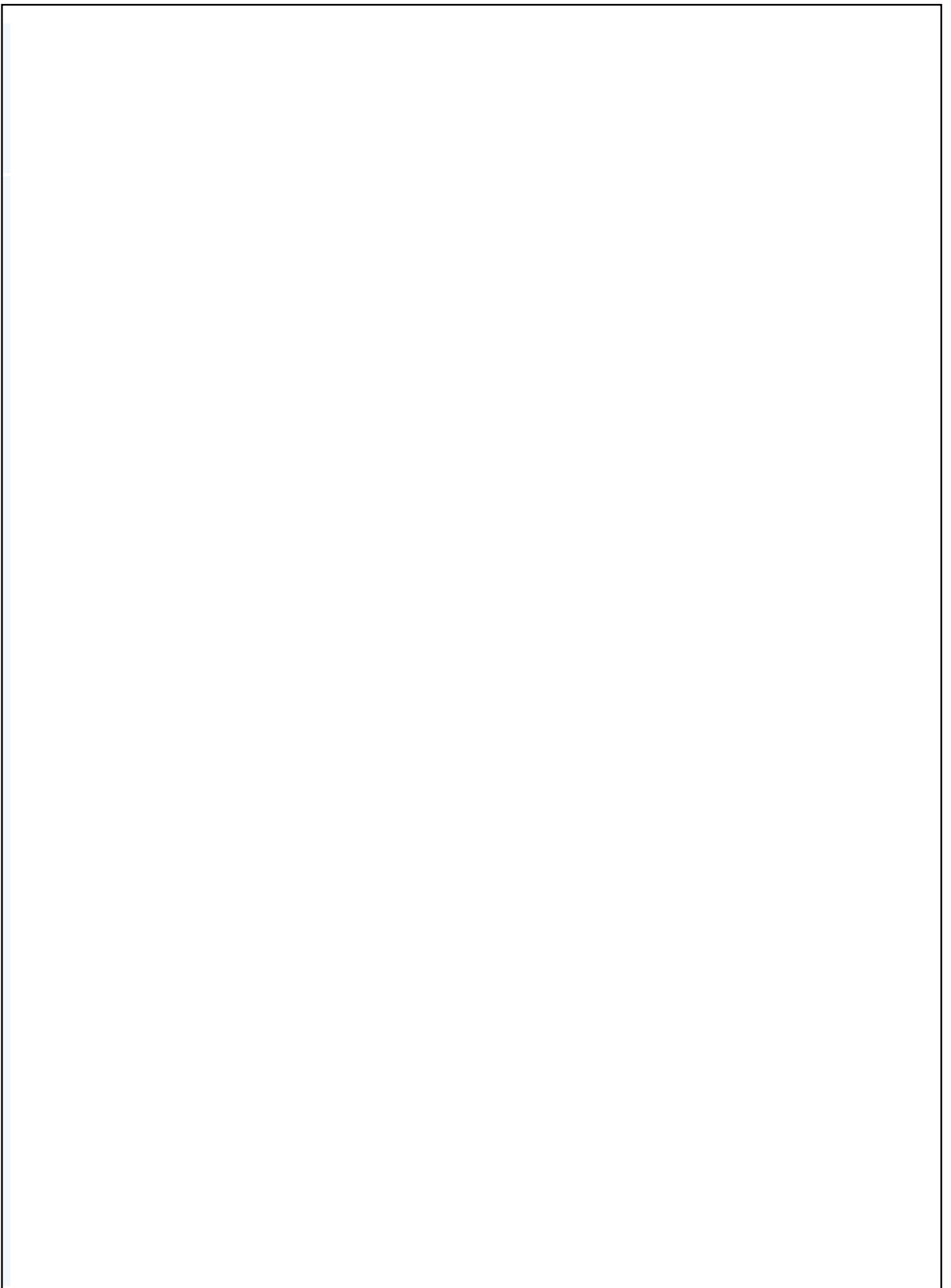
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	Total
	I	I-Neg	I-Neg	I-D Del	I-C Mfg	I-A SEI	III LEIL	III Imm	IV-A	V-B Rur	IDEA-B	ECSE	
Original	71,649.61	0.00	0.00	0.00	0.00	5,544.45	0.00	0.00	10,000.00	0.00	47,301.61	0.00	134,495.67
Incoming Carryover	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Outgoing Carryover	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Reallocated	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Additional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Released	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Consortium	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Forfeited	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FER Released	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MOE Reduction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	71,649.61	0.00	0.00	0.00	0.00	5,544.45	0.00	0.00	10,000.00	0.00	47,301.61	0.00	134,495.67
From I	0.00												0.00
From I-Neg		0.00											0.00
From I-D Del				0.00									0.00
From I-C Mfg					0.00								0.00
From I-A SEI						0.00							0.00
From III LEIL							0.00						0.00
From III Imm								0.00					0.00
From IV-A									0.00				0.00
From V-B Rur										0.00			0.00
From IDEA-B											0.00		0.00
From ECSE												0.00	0.00
From SW Pool													0.00
Total	71,649.61	0.00	0.00	0.00	0.00	5,544.45	0.00	0.00	10,000.00	0.00	47,301.61	0.00	134,495.67

Budget

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - Title I-A Improving Basic Programs

U.S.A.S. Fund #: 572
 Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		34,810.94	0.00	3,541.95	13,950.00	0.00	0.00	52,302.89
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	8,846.72	0.00	0.00	8,846.72
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	10,500.00	0.00	0.00	0.00	10,500.00
Nonpublic		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		34,810.94	0.00	14,041.95	22,796.72	0.00	0.00	71,649.61
Adjusted Allocation								71,649.61
Remaining								0.00



Budget Details

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - Title I-A Improving Basic Programs

FTEs Paid With Title I Funds (direct and/or contract service)

Instruction: Properly Licensed Teachers/Tutors	1 Instruction: ESEA Qualified Instructional Paraprofessionals
Support Services: Non-Instructional	Specify Support Services Non-Instructional FTE
Governance/Administration	Specify Governance/Administration FTE
Family/Community	Specify Family/Community FTE
Professional Development	Specify Professional Development FTE
Nonpublic: Properly Licensed Teachers/Tutors	Nonpublic: ESEA Qualified Instructional Paraprofessionals

Public Uses of Funds:

Core Areas

<input type="checkbox"/> Reading/Language Arts	<input type="checkbox"/> Math
<input type="checkbox"/> Other Academic Supports	<input type="checkbox"/> Non-Academic Supports

Grade Grouping Served

<input type="checkbox"/> Preschool	<input type="checkbox"/> Elementary
<input type="checkbox"/> Kindergarten	<input type="checkbox"/> Secondary (7-12)

Delivery Methods EB Clearinghouse

<input type="checkbox"/> Preschool	<input type="checkbox"/> Replacement Class (Targeted Buildings Only - Not recommended. See Help.)
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<input type="checkbox"/>	Supplemental Kindergarten	<input type="checkbox"/> Computer Assisted Instruction
<input type="checkbox"/>	Pullout Program	<input type="checkbox"/> In Class
<input type="checkbox"/>	Teacher Mentoring Coaching	<input type="checkbox"/> Reduced Class Size* (Schoolwide Buildings Only)
<input type="checkbox"/>	Co-Teaching/Team Teaching	<input type="checkbox"/> English Language Instruction
<input type="checkbox"/>	Expanded School Day – Before/After School Program	<input type="checkbox"/> Expanded School Year – Summer Program
<input type="checkbox"/>	Gifted Service (Schoolwide buildings only)	<input type="checkbox"/> Enriched Curriculum
<input type="checkbox"/>	Counseling	<input type="checkbox"/> School-Based Mental Health Services
<input type="checkbox"/>	Behavior Interventions	<input type="checkbox"/> Other non-academic Supports
<input type="checkbox"/>	Dual or Concurrent Enrollment (Title I served HS only)	<input type="checkbox"/> Transition Services for Neglected or Delinquent Students
<input type="checkbox"/>	Career Technical Education (Schoolwide Only)	<input type="checkbox"/> Other (specify)
*Please refer to Class Size Reduction (CSR) Flow-Chart in Document Library to determine if district is eligible to do CSR.		

Average Daily Number Participants Served in Targeted Assistance Service Buildings

82.76 Total Number of Participants Served for SW Buildings

If selecting Preschool as a Delivery Method, please describe the program design.

If selecting Non-academic supports as a Delivery Method, please describe the services provided with alignment to the Improvement Plan. Please include the needs of the students/school that each of the non-academic support will address.

With the majority of our students qualifying as economic disadvantage, we know that there are many barriers to learning that they face outside of school that impact their academic achievement. Our goal is to support their emotional and behavioral health by providing resources and instruction that increases their capacity to be successful. This includes onsite counseling with a community based provider, SEL instruction, and enrichment opportunities.

Nonpublic:

Core Areas

<input type="checkbox"/>	Reading/Language Arts	<input type="checkbox"/>	Math
<input type="checkbox"/>	Other Academic Supports	<input type="checkbox"/>	Non-Academic Supports

Grade Grouping Served

<input type="checkbox"/>	Preschool	<input type="checkbox"/>	Elementary
<input type="checkbox"/>	Kindergarten	<input type="checkbox"/>	Secondary (7-12)

Delivery Methods EB Clearinghouse

<input type="checkbox"/>	Before/After School	<input type="checkbox"/>	Pullout Program
<input type="checkbox"/>	In Class (nonreligious schools only)	<input type="checkbox"/>	Computer Assisted Instruction
<input type="checkbox"/>	Teacher Professional Development	<input type="checkbox"/>	Non Academic Supports

If selecting Non-academic supports as a Delivery Method for a nonpublic school, please describe the services provided with alignment to the Improvement Plan. Please include the needs of the students/school that each of the non-academic support will address.

Average Daily Number Participants Served

Purchased Services - Amounts paid for supplemental personal services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services

Properly Licensed Teachers/Tutors	ESEA Qualified Instructional Paraprofessional
3,541.95 Instructional materials	Equipment/Hardware
Software/License	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	

Support Services Purchased Services

Title I Coordinator (See Help)	Counseling/Guidance
Coach	Library/Media Services
Equipment/Hardware	Software/License
Instructional/Library Materials	Title I Secretary
Data Services	Health/Social Worker
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services : Description

Governance Purchased Services

Program Director	Audit costs for Title I only, unless there is an indirect cost authorization
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services : Description

Professional Development Purchased Services

College Credits (HQT)	Consultant
Coach	Substitute Teachers*
Coach for Non Public	Training/Software/Licenses
Travel Mileage/Meeting Expense	Stipends*
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services : Description

*Purchased Service Substitute Teachers and Stipends are intended for staff contracted from a third-party provider such as an ESC. Teacher stipends for teachers and substitutes employed directly by the district must be budgeted in PD Salary (100) and Fringes (200).

Family Community Purchased Services

Parenting Skills Training	Family Literacy Training
Family Liaison	Parent Involvement Materials

Other Purchased Services (may not exceed 5% without History Log justification)

Other Purchased Services : Description

Transportation Purchased Services

After School/Summer School Transportation

10,500.00 Other Purchased Services (may not exceed 5% without History Log justification)

Other Purchased Services : Description
Transportation to maximize access to education

Nonpublic Purchased Services

Third Party Provider

Name of Third Party Provider:

Other Purchased Services (may not exceed 5% without History Log justification)

Other Purchased Services : Description

Supplies and Capital Outlay - The recommended amount is 10% of the allocation for the sum of supplemental Supplies and Capital Outlay. - Briefly describe purchases in Supplies (500) and Capital Outlay (600)), including PD, Family/Community and Nonpublic purchases.

Supplies - Provide an explanation that outlines how the funds are being spent for supplies.

Funds will be used for supplies needed to operate the Title 1 school wide program, materials for minimizing barriers for students experiencing homelessness which could include hygiene supplies, clothing, food, school supplies, etc.

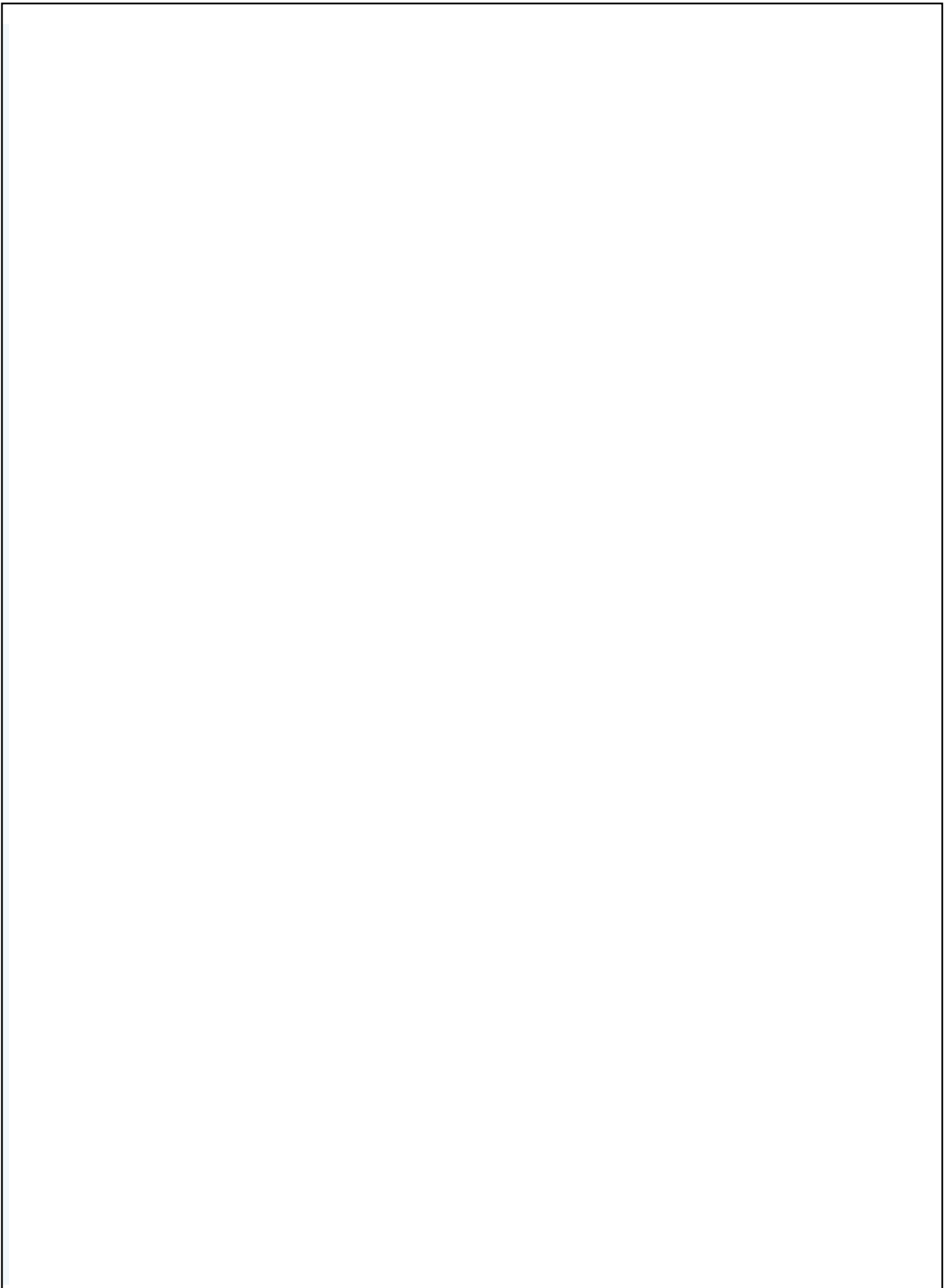
Capital Outlay - Provide an explanation that outlines how the funds are being spent for capital outlay.

Head Start Compliance

The district certifies that it complies with the performance standards found section 641A(a) of the Head Start Act if using Title I, Part A funds to support a preschool program.

Science of Reading Assurance

The LEA will use these funds consistent with the requirements provided in the Science of Reading legislation. ORC 3313.6028, including high quality instructional materials list [Approved List of Evidence-Based Reading Intervention Programs](#)



Building Eligibility

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - Title I-A Improving Basic Programs

Please note: For your convenience, the Office of Federal Programs has pre-populated the Adjusted Enrollment, Low Income Student data and Community Eligibility Provision (CEP) data (for CEP participating schools) fields on the Building Eligibility page with data collected from the Office of Child Nutrition's **Claims Reimbursement and Reporting System (CRRS)**, not EMIS. This was a one-time load for current fiscal year (2025) based on the October MR81 report. These data fields are editable, so adjustments can be made if needed. ([Building Eligibility Guidance](#))

If any buildings are using the Community Eligibility Provision (CEP), check here:

IRN	Building Name	Grade Span	Adjusted Enrollment	Low Income Students		Sort Order (Asc)	Eligibility For Service	Eligible By Other Factors	Other Eligibility Factor	Recalculated % of Low Income	Recalculation # of Low Income	Service	School Label	Gap Closing
				Number	Percent									
000936	Promise Academy	9-12	82.76	80.23	96.94%							SW-EXIST	Priority (CSI)	
Totals:			82.76	80.23	96.94%									

Page 1

Please upload documents supporting changes made to building eligibility page, feeder pattern, and/or composite score calculations. For previously served, enter prior year low-income. For rounding, feeder pattern, or composite score enter recalculated amount. If using composite score, must be applied to all buildings. Feeder pattern is only available for secondary schools. Supporting documents should not provide student identifiable information such as name, social security number, student ID's, etc. Systems generated summary reports by buildings, grade levels with enrollment and poverty level are recommended.

[Upload Documents](#)

Set Asides - 100% Rule

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - Title I-A Improving Basic Programs

Set Asides	Amount
Nonpublic	0.00
Nonpublic Parent Engagement (1% of the above Nonpublic amount if the public district award is \$500,000 or more)	0.00
Administrative (recommended 5% or less)	
Preschool	
Parent Engagement (minimum should be at or above 1% of the allocation if the award is \$500,000 or more)	
Transportation	
Homeless (Homeless Student Count from EMIS = 1) (for source, see help)	1,200.00
Salary Differential	
Title I Foster Care	
Other	
Other	
Total Set Aside	\$ 1,200.00

Allocation Amounts	Amount
Total Title I Adjusted Allocation	71,649.61
Carryover/Additional Funds to be available for PPA (optional)	+
Total Allocation Amount	\$ 71,649.61

Building Allocations	Amount
Total Allocation Amount	71,649.61
Total Set Aside	- 1,200.00
Total available for building allocations	\$ 70,449.61

Per Pupil Amount (PPA)	Amount
One or more buildings served.	
Difference Remaining	70,449.61
Total Number of Low-Income Students in Served Buildings (including Recalc's)	+ 80.23
100% Factor	x 1.00
PPA	\$ 878.10

Set Asides Rationale

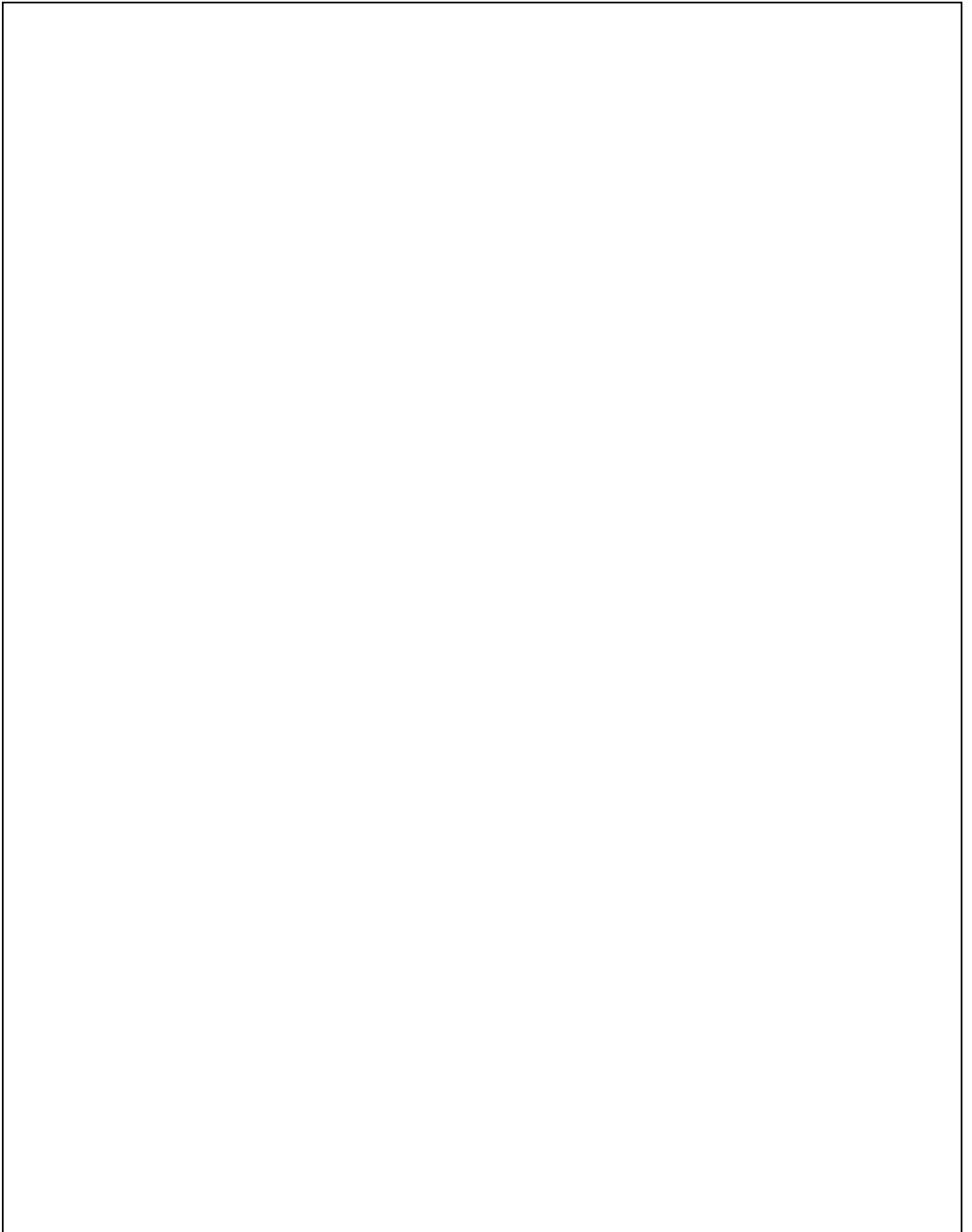
Provide an explanation for how the district plans to utilize Title I Homeless set aside funds to meet the academic and non academic needs of the homeless population as indicated in EMIS count. If the district has other resources to meet the needs please indicate those resources.

Funds will be used to minimize barriers for students experiencing homelessness, which may include food, school supplies, hygiene supplies, and more

If the district is setting aside for Foster Care, please describe how the district will use Title I funds to support students in foster care.

Please upload the [Title I District Managed Initiatives Request Form](#) supporting the districts need to budget more than 30% of its funds for building programs at the district level. Form can be located in the Document Library-Consolidated Funding Application – Title I-A – Forms.

[Upload Documents](#)



School Allocation - PPA List - 100% Rule

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - Title I-A Improving Basic Programs

School/Attendance Area Allocation

School/ Attendance Area	Low Income			PPA	Min. Alloc P	Actual Allocation P Amt (Total)
	%	#P				
	B	C	E	F	G	
Promise Academy	96.94	80.23	70,449.61	878.10	70,449.96	
Total Low Income		80.23		Total Allocations	70,449.96	
				Remaining	(0.35)	

Per Pupil Amount (PPA) \$ 878.10

Nonpublic School Service

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - Title I-A Improving Basic Programs

No In-district nonpublic school data exists.

No Out-of-district nonpublic school data exists.

[\[Download Nonpublic Data\]](#)

In-district and Out-of-district Nonpublic Service Grand Total **\$0.00**

Plan Relationships

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - Title I-A Improving Basic Programs

Go To 

Related Goals

Related Plan Action Steps

Related School Plan Action Steps

Schoolwide Waiver Requests

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - Title I-A Improving Basic Programs

The following buildings have applied for a waiver to become 'Schoolwide-Waiver' and have selected 'Schoolwide-Waiver' as their Title I Service Type.

To be eligible for the waiver, schools must identify the specific area from the school's report card that will be addressed by changing to a SW Waiver Building.

In the space below, please explain how each building will meet the following schoolwide criteria: 1) Explain the report card measure selected and why this measure was chosen. 2) Explain the expected impact for this measure. 3) Describe the timeline and how the school will monitor progress toward the selected outcome. 4) Describe what activities the school will implement that would be different from what the school is currently able to provide in the building.

US Department of Education guidance can be found here: <https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf>

ODE Updated Guidance and FAQs: [Hyperlink here.](#)

Supplement, Not Supplant

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - Title I-A Improving Basic Programs

ESSA Section 1118(b): Supplement, Not Supplant

A State educational agency or local educational agency (LEA) shall use Federal funds received under Title I, Part A only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under Title I, Part A, and not to supplant such funds.

The districts selected written methodology must be available upon request by ODE and/or auditors.

Example Methodologies for Equitable Distribution of Non-Federal Funds (Select One):

- Distribution of non-Federal resources based on characteristics of students (This form of equitable distribution is generally referred to as a "weighted per pupil" funding formula.)
- Distribution of non-Federal resources based on staffing and supplies
- The District had developed its own methodology that demonstrates the distribution of state and local funds are neutral of a school's Title I status.

N/A The district is not required to develop a methodology for supplement, not supplant because it has: (select item that applies)

- One school;
- Only Title I schools; or
- A grade span that contains only: a single school, non-Title I schools, or Title I schools (i.e., no methodology is required for this grade span)

For more detailed information on Supplement, Not Supplant regulations, please click [here](#).

Upload/View documents

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - Title I-A Improving Basic Programs

Please upload any supporting documents as a part of the grant submission.

Document Name/Description:

Upload read-only documents:

[Browse...](#)

*When uploading documents, please **do not** submit documentation that contains Personally Identifiable Information (PII) such as names, dates of birth, and social security numbers. If documentation with PII is uploaded, the application will be returned so that the PII can be removed.

Budget

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - Title II-A Supporting Effective Instruction

U.S.A.S. Fund #: 590
 Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00				0.00
Governance/Admin		0.00	0.00	0.00	0.00		0.00	0.00
Prof Development		0.00	0.00	5,544.45	0.00	0.00	0.00	5,544.45
Nonpublic		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		0.00	0.00	5,544.45	0.00	0.00	0.00	5,544.45
Adjusted Allocation								5,544.45
Remaining								0.00

Budget Details

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - Title II-A Supporting Effective Instruction

ESEA Title II – Sec 2001. The purpose of this grant is to -

- (1) Increase student achievement consistent with the challenging State academic standards;
- (2) Improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

FTEs Paid With Title II-A Funds Instruction (Class Size Reduction)

0 Properly Licensed Teachers

0 Properly Licensed Special Education Teachers (must meet specific criteria, please check with federal programs consultant)

The LEA assures that it meets the State Operating Standard 3301-35-05 (A)(3): required teacher/student ratios for class size (at least one full-time equivalent teacher to 25 students for both grades K-4 and K-12 district-wide) before supplementing with federal funds. Note: The district must also maintain the same level of effort with state and local funds before being able to supplement with federal funds, even if the district ratio is less than 25:1. The LEA also assures that the Class Size Reduction Model meets level of evidence as described in evidence based flow-chart and is monitored for effectiveness. Class Size Reduction - Recommended Decision-Making Flow Chart (state.oh.us)

Enter grade level(s) and school(s) where Class Size Reduction Teacher(s) is(are) placed

Staff hired for class size reduction must be determined to be an effective teacher by the LEA. Please provide a description of what criteria the district has used to determine that the class size reduction teacher or teachers are effective and how they will monitor to assure they maintain effectiveness rating. Examples could be evaluation results, state test results, student growth averages, etc.

FTEs Paid with Title IIA Funds:

0 Professional Development Coach PUBLIC: Coach FTEs paid with Title II-A Funds (Salary/Fringes)

0 Professional Development Coach NONPUBLIC Coach FTEs paid with Title II-A Funds (Salary/Fringes)

0 Gov./Admin. *5% FTEs paid with Title II-A Funds (Salary) *limit for Federal Funds without prior approval.

Substitutes for Professional Development and Stipends (*Public Districts only for substitutes)

0.00 Dollar Amount for Professional Development Salaries/Fringes for Substitutes and Stipends for PD. *Public Districts only for substitutes.

Allowable Activities Evidence Based Clearinghouse - (Check at least one of the following)

P=Public, NP=Nonpublic

<input type="checkbox"/> P	1. Reduce class size to a level that is <u>evidence-based</u> to improve student achievement through the recruiting and hiring of additional effective teachers.
<input type="checkbox"/> P <input type="checkbox"/> NP	2. Providing high-quality, personalized, sustained and job embedded professional development that is <u>evidence-based</u> for teachers, instructional leadership teams, principals, or other school leaders focused on improving teaching.
<input type="checkbox"/> P <input type="checkbox"/> NP	3. Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards.
<input type="checkbox"/> P <input type="checkbox"/> NP	4. Providing programs and activities to increase the knowledge of teachers, paraprofessionals, principals or other school leaders on early literacy instruction, preschool programs and meeting the needs of students through age 8.
<input type="checkbox"/> P <input type="checkbox"/> NP	5. Providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.
<input type="checkbox"/> P <input type="checkbox"/> NP	6. Providing training to support the identification of gifted and talented students, including high-ability students not formally identified for gifted education services, and implementing instructional practices that support the education of such students.
<input type="checkbox"/> P <input type="checkbox"/> NP	7. Providing training, TA and capacity-building in LEAs to assist teachers, principals or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments and using such data to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data.
<input type="checkbox"/> P <input type="checkbox"/> NP	8. Providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, transition to post-secondary education, career and technical education and work-based learning.
<input type="checkbox"/> P <input type="checkbox"/> NP	9. Carrying out in-service training for school personnel in the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness; the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate; forming partnerships between school-based mental health programs and public or private mental health organizations; and addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.
<input type="checkbox"/> P <input type="checkbox"/> NP	10. Supporting the instructional services provided by effective school library programs. *Supports must be consistent with Title IIA Intent and Purpose – Building Capacity of Staff through PD activities. Not to be used towards salaries of library staff unless staff is participating in PD activity.

<input type="checkbox"/> P	<input type="checkbox"/> NP	11. Providing training for all school personnel regarding how to prevent and recognize child sexual abuse.
<input type="checkbox"/> P	<input type="checkbox"/> NP	12. Carrying out other activities using <u>evidence-based</u> professional learning models to the extent the state determines that such evidence is reasonably available.
<input type="checkbox"/> P	<input type="checkbox"/> NP	13. Develop or improve a rigorous, transparent and fair evaluation and support system for teacher, principals or other school leaders.
<input type="checkbox"/> P	<input type="checkbox"/> NP	14. Initiatives to recruit, hire and retain effective teachers and principals within schools with a high percentage of ineffective teachers.
<input type="checkbox"/> P	<input type="checkbox"/> NP	15. Recruitment and retention of qualified individuals from other fields to become teachers, principals or other school leaders.
<input type="checkbox"/> P	<input type="checkbox"/> NP	16. Developing and providing comprehensive systems of support to help train, recruit and retain teachers, in the fields of science, technology, engineering and mathematics, including computer science.
<input type="checkbox"/> P	<input type="checkbox"/> NP	17. Providing HQPD to effectively engage parents, families and community partners and coordinate services between school and community.
<input type="checkbox"/> P	<input type="checkbox"/> NP	18. Developing feedback mechanisms to improve school working conditions, including periodically and publicly reporting results of educator support and working conditions.

Purchased Services - Amounts paid for supplemental services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services	Properly Licensed Teachers	
Governance Purchased Services	Program Director	Audit costs for Title II-A programs only, unless there is an indirect cost authorization
	Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
	5% of budget cell = \$0.00	
Professional Development Purchased Services	College Credits	Consultant

Coach (certified in content area)	Substitute Teachers (contracted)
3,000.00 Training/Software/Licenses	1,300.00 Travel Mileage/Meeting Expense
1,244.45 Stipends	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = \$277.22
Nonpublic Purchased Services	
College Credits	Consultant
Stipends	Training/Software
Travel Mileage/Meeting Expense	Coach (certified in content area)
FTE for Coach	Third Party Provider
Name of Third Party Provider:	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = \$0.00

NOTE: Public School Districts with nonpublic schools located in their boundaries (in-district nonpublics) must complete this section.

Calculation of Nonpublic School Service Amount:

Number of Students

Enrollment of Attendance Area (including public, nonpublic and students residing in the district educated in charter or JVSJ):	0
Participating Private School Enrollment:	0

Title II, Part A Allocation

Total District Allocation - Total Governance/Admin Budget:	\$5,544.45
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Per Pupil Allocation

Amount is calculated by dividing the district's allocation for Title II-A by the enrollment of attendance area: **\$0.00**

Equitable Services

Amount District must reserve for equitable services for participating private schools: **\$0.00**

Professional Development Supplies and Capital Outlay - Itemize purchases in Supplies (500) and Capital Outlay (600).

Supplies

Capital Outlay

Science of Reading Assurance

The LEA will use these funds consistent with the requirements provided in the Science of Reading legislation. ORC 3313.6028, including high quality instructional materials list [Approved List of Evidence-Based Reading Intervention Programs](#)

No nonpublic school data exists for this category.



Plan Relationships

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - Title II-A Supporting Effective Instruction

Go To 

Related Goals

Related Plan Action Steps

Related School Plan Action Steps

Budget

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - Title IV-A Student Support and Academic Enrichment

U.S.A.S. Fund #: 584
 Plus/Minus Sheet (Opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	7,000.00	0.00	0.00	0.00	7,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	3,000.00	0.00	0.00	0.00	3,000.00
Nonpublic		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		0.00	0.00	10,000.00	0.00	0.00	0.00	10,000.00
Adjusted Allocation								10,000.00
Remaining								0.00

Budget Details

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - Title IV-A Student Support and Academic Enrichment

1. Planning

Program Objectives and Intended Outcomes

Each Local Education Agency must describe the program objectives and intended outcomes for Title IV-A activities (ESSA Section 4106(e)(1)(E)). Please describe the program objectives and intended outcomes of your Title IV-A activities in the box below. Intended outcome is completion on high school and earn their diploma. We want to provide students with opportunities outside of the classroom aligned with a Well Rounded Education including exposure to careers, arts, sciences, and more.

Program Evaluation

Using the rating scale provided, indicate the degree to which the LEA made progress, in the prior year, towards meeting program objectives and outcomes. (ESSA Sections 4106(e)(1)(E))

- 0 – No Title IV-A Funds Spent in this area in the prior year
- 1 - No measurable progress toward meeting the objectives and outcomes
- 2 - Some measurable progress toward meeting the objectives and outcomes
- 3 - Substantial measurable progress toward meeting the objectives and outcomes
- 4 - All objectives and outcomes were met

3 Well-Rounded Education Progress Rating

0 Safe and Healthy Students Progress Rating

0 Effective Use of Technology Progress Rating

Consultation

The LEA must engage in continued consultation with stakeholders in order to improve local activities and coordinate implementation with other related strategies, programs, and activities being conducted in the community (ESEA section 4106 (c)(2)). Stakeholders include parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable), charter school teachers, principals, and other school leaders (if such agency or consortium of such agencies supports charter schools), and others with relevant and demonstrated expertise in programs and activities designed to meet Student Support and Academic Enrichment purposes.

The LEA engages in continued consultation with stakeholders to improve local activities to meet the purposes of Title IV-A and to coordinate implementation with other related strategies, programs and activities being conducted in the community.

Distribution of Funds

Each LEA must prioritize the distribution of funds to schools served by the LEA in accordance with ESEA Section 4106(e)(2)(A). Please select the primary way the LEA prioritized the distribution of funds to schools served by the LEA.

- The LEA prioritized the distribution of funds to schools that have the greatest needs, as determined by the LEA.
- The LEA prioritized the distribution of funds to schools that have the highest percentages or numbers of low-income children on the Title I Building Eligibility Page.
- The LEA prioritized the distribution of funds to schools that have been identified for comprehensive support and improvement plans with a Building Label of *Priority* (Section 1111(c)(4)(D)(i)).
- The LEA prioritized the distribution of funds to schools that have been identified for targeted support and improvement plans with a Building Label of *Focus* (section 1111(d)(2)).
- The LEA prioritized the distribution of funds to schools identified as persistently dangerous public elementary or secondary schools as defined under Section 8532.

Partnerships

Each LEA must describe any partnerships formed with institutions of higher education, businesses, nonprofit organizations, community-based organizations, or other public or private entities with a demonstrated record of success in implementing activities that are allowable under Title IV-A (ESSA Section 4106(e)(1)(A)). We partner with Applewood Counseling, Arts Inspired, and other local entities to make connections that support student's access to a well rounded education.

NOTE: Public School Districts with nonpublic schools located in their boundaries (in-district nonpublics) must complete this section.

Calculation of Nonpublic School Service Amount:

Number of Students

Enrollment of Attendance Area (including public, nonpublic and students residing in the district educated in charter or JVSD):	0
Participating Private School Enrollment:	0

Title IV Part A Allocation

Total District Allocation - Total Governance/Admin Budget:

\$10,000.00

Per Pupil Allocation

Amount is calculated by dividing the district's allocation for Title IV-A by the enrollment of attendance area:

\$0.00

Equitable Services

Amount District must reserve for equitable services for participating private schools:

\$0.00

Briefly describe the Title IV-A programs, services, and/or supplies the district will provide to the in-district nonpublic schools:

2. Activities

Demonstrate how the LEA will provide Student Support and Academic Enrichment activities as described in Title IV-A Sections 4107, 4108, and 4109.

A. Breakdown of LEA activities. Enter the total dollar amount that will be used to support activities in any of the three Title IV-A Sections, 4107, 4108, and 4109. The total of these three cells should be equal to the Title IV-A Allocation (Allocated + Reallocated + Transfers In – Transfers Out).

For a LEA that receives less than \$30,000 on the Allocation:

-A dollar amount used to support Title IV-A activities must be present in at least one cell.

For a LEA that receives \$30,000 or more on the Allocation:

-At least 20% of the total allocation must be used to support activities in section 4107.

-At least 20% of the total allocation must be used to support activities in section 4108.

-At least some funds must be used to support activities in section 4109.

Do not include carryover funds in these amounts.

10,000.00 Please enter the dollar amount that will be used to support activities under Section 4107, Well-rounded Education Opportunities

Please enter the dollar amount that will be used to support activities under Section 4108, Activities to Support Safe and Healthy

Students

Please enter the dollar amount that will be used to support activities under Section 4109, Activities to Support the Effective Use of

Technology

I. Activities to support Well-rounded Education Opportunities (Sec. 4107)

P= Public, NP= Nonpublic

P NP a. College and career counseling programs and services

P NP b. Improving access to arts and music education

P NP c. Improving instruction in STEM subjects/activities

P NP d. Promoting access to accelerated learning opportunities (AP-Advanced Placement, IB-International Baccalaureate, Dual or Concurrent Enrollment Programs, Early College High Schools, and other accelerated learning options)

P NP e. Activities to promote the development and implementation of programs to teach traditional American history, civics, economics, geography, or government education.

P NP f. High school redesign with dual or concurrent enrollment and early college high schools

P NP g. Social emotional learning interventions and other social and behavioral skills

P NP h. Improving access to foreign language instruction

P NP i. Strengthening instruction in environmental education

P NP j. Volunteerism and community involvement

P NP k. Programs and activities that integrate multiple disciplines, e.g., that combine arts and mathematics

P NP l. Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences.

II. Activities to Support Safe and Healthy Students (Sec. 4108) EB Clearinghouse

Safe and Supportive Schools

P NP a. Preventing bullying and harassment

P NP b. Relationship-building skills

- P NP c. School dropout prevention
- P NP d. Re-entry programs and transition services for justice-involved youth
- P NP e. Establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports.
- P NP f. Child sexual abuse awareness and prevention
- P NP g. Reducing use of exclusionary discipline practices and promoting supportive school discipline
- P NP h. Suicide prevention
- P NP i. Violence prevention, crisis management and conflict resolution
- P NP j. Preventing human trafficking
- P NP k. Building school and community relationships
- P NP l. Culturally-responsive teaching and professional development of implicit bias
- P NP m. Professional development and training for school staff related to providing a safe and supportive school climate
- P NP n. Other program or activity that fosters safe and supportive schools

Student Physical and Mental Health

- P NP o. Drug and violence prevention
- P NP p. Health and safety practices in school or athletic programs
- P NP q. School-based health and mental health services
- P NP r. Healthy, active lifestyle, nutritional education
- P NP s. Physical activities
- P NP t. Trauma-informed classroom management
- P NP u. Preventing use of alcohol, tobacco, marijuana, smokeless tobacco, electronic cigarettes

- P NP v. Chronic disease management
- P NP w. Professional development and training for school staff related to student physical and mental health
- P NP x. Other program or activity that supports student physical and mental health

Cross Cutting Authorized Activities

- P NP y. Mentoring and school counseling
- P NP z. Schoolwide Positive Behavioral Interventions
- P NP aa. Pay-for-Success initiatives aligned with the purposes of Title IV

III. Activities to Support the Effective Use of Technology (Sec. 4109)

SPECIAL RULE: A local educational agency, or consortium of such agencies, shall not use more than 15 percent of funds for purchasing technology infrastructure as described in subsection (a)(2)(B), which shall include technology infrastructure purchased for the activities under subsection (a)(4)(A).

- P NP a. Purchase of educational technology infrastructure, including devices, equipment, and software applications to address readiness shortfalls; carrying out blended learning projects which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases (maximum of 15% of Title IV-A technology budget). May not include expenditures related to significant construction or renovation facilities.
- P NP b. Ongoing professional development (at least 85% of funds used under section 4109 may be used to support a variety of sustained professional development) activities for teachers, principals, other school leaders or involved personnel in the effective use of educational technology
- P NP c. Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators
- P NP d. Personalized learning to optimize instructional approaches
- P NP e. Open licensed education resources (e.g., digital learning, online courses)
- P NP f. Implementing blended learning strategies
- P NP g. Implement school and district-wide approaches to inform instruction, support teacher collaboration, and personalize learning (e.g., personalized or job-embedded professional development)

Enter the amount of funds used for activity "a. - Purchase of educational technology infrastructure, including devices, equipment,

and software applications to address readiness shortfalls; carrying out blended learning projects which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases". A maximum of 15% of the funds budgeted for Sec. 4109 - Effective Use of Technology can be used for this purpose.

3. Budget Items

In the preceding section, the LEA described how its activities align with Title IV-A. Now provide details about the Title IV-A activities to match the Title IV-A Budget Page.

FTEs Paid With Title IV-A Funds (direct and/or contract service)

Instruction: Properly Licensed Teachers/Tutors	Instructional Paraprofessionals
Governance/Administration (2% max.)	School Resource Officer
Support Services: Non-Instructional	Specify Support Services Non-Instructional
Professional Development	Specify Professional Development
Behavioral Interventions/Supports	Specify Behavioral Interventions/Supports
Community Services	Specify Community Services
Specialists or professionals for well-being of students	Specify Specialists or Professionals
Nonpublic FTE Allowable Under Title IV-A	Specify Nonpublic FTE
Other	Specify Other

Purchased Services (400) - Amounts paid for supplemental personal services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services

Properly Licensed Teachers/Tutors	Instructional Paraprofessionals
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of Title IV-A	Pay-for-Success Initiatives Aligned with the Purposes	Instructional materials
Rural/Remote/Underserved Areas	Digital Learning Experiences/Online Courses in	One Time Technology Infrastructure (15%)
	Post-Secondary Education	Accelerated Learning Programs
	High School Redesign	Early College High Schools
	Other activities and programs to support access in a variety of well-rounded education experiences	Other: Description
Support Services Purchased Services		
	College and Career Guidance Programs/Services	Data Services
	One Time Technology Infrastructure (15%)	Instructional Materials
of Title IV-A	Pay-for-Success Initiatives Aligned with the Purposes	Drug and Violence Prevention Activities
	School based Mental Services/Wellness Programs	Social Emotional Learning Interventions
	Conflict Resolution	Dropout Prevention/Re-entry Programs
	Child sexual abuse awareness and prevention programs or activities	Activities to reduce exclusionary discipline practices
	7,000.00 Schoolwide Positive Behavioral Interventions and Supports	Other activities and programs to support access in a variety of well-rounded experiences
	Other: Description	
Governance Purchased Services		
	Admin (2%)	Audit costs for Title IV-A only, unless there is an indirect cost authorization
	Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
Professional Development Purchased Services		

Technology ongoing training	Personalized or job-embedded professional development
(15%) Initial Training related to technology infrastructure	Suicide Prevention Training
Trauma-informed practices in classroom management	Crisis management and conflict resolution techniques
Human trafficking; school-based violence prevention strategies	Drug-abuse prevention
Bullying and harassment prevention	Conflict Management
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
Family/Community Purchased Services	
Community Partnership Site Resource Coordinator	Community Services
Providing integrated systems of student and family supports	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	
Safety Purchased Services	
School Safety Hotline	Emergency Operations Plan
School Resource Officer	Safety-Related Equipment
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
Transportation Purchased Services	
After School Activities	3,000.00 Well Rounded Education Experiences
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description

Nonpublic Purchased Services

Nonpublic Instruction Purchased Services	Specify Nonpublic Instruction Purchased Service
Nonpublic Support Services Purchased Services	Specify Nonpublic Support Services Purchased Service
Nonpublic Professional Development Purchased Services	Specify Nonpublic Professional Development Purchased Service
Nonpublic Family/Community Purchased Services	Specify Nonpublic Family/Community Purchased Service
Nonpublic Other Purchased Services	Specify Nonpublic Other Purchased Service

Supplies and Capital Outlay – Briefly describe purchases in Supplies (500) and Capital Outlay (600), including purchases for nonpublic schools. Annually, LEA's may not spend more than 15 percent of the funds used for technology on technology infrastructure.

Supplies

Capital Outlay

No nonpublic school data exists for this category.



Plan Relationships

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - Title IV-A Student Support and Academic Enrichment

Go To 

Related Goals

Related Plan Action Steps

Related School Plan Action Steps

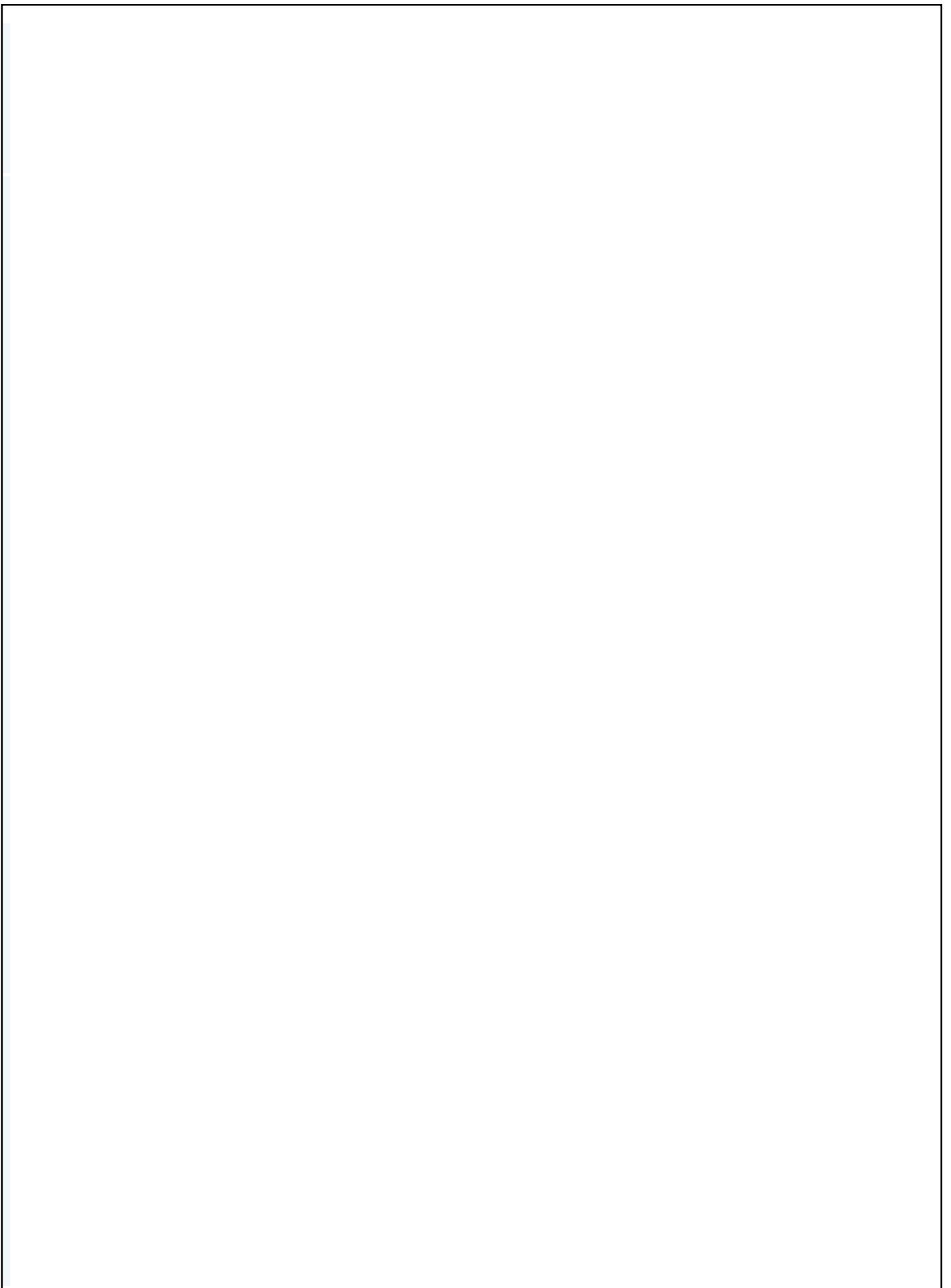
Budget

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - IDEA-B Special Education

U.S.A.S. Fund #: 516

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		47,301.61	0.00	0.00	0.00	0.00	0.00	47,301.61
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonpublic		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		47,301.61	0.00	0.00	0.00	0.00	0.00	47,301.61
Adjusted Allocation								47,301.61
Remaining								0.00



Budget Details/Redirection

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - IDEA-B Special Education

15% Early Intervening Services

Districts may use up to 15% of its Part B allocation to implement a Coordinated Early Intervening System (CEIS) to provide services to general education students who are not identified as needing special education services, but who need additional academic/behavioral supports to succeed in a general education environment. Districts determined to be disproportionate in identification or discipline of children with disabilities are mandated to use 15 % of their Part B funds for CEIS.

0.00 District is opting to use up to 15% of the sum of Part-B (Regular and Early Childhood Special Education) allocations pursuant to IDEA Sec 613(f) Early Intervening Services.

Please indicate in the boxes below how the district plans to use the early intervening funds. Districts may choose either/both options. The total amount budgeted for the services below must be the same as the amount entered above - Refer to the Use of Funds for CEIS guidance document for support.

<https://ccjp.ode.state.oh.us/documentlibrary/ViewDocument.aspx?DocumentKey=78219>

0.00 Professional development (which may be provided by entities other than the LEA) for teachers and other school staff to enable such personnel to deliver scientifically based academic instruction and behavioral interventions, including scientifically based literacy instruction and, where appropriate, instruction on the use of adaptive and instructional software.

0.00 Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

TA Document on Disproportionality:

To access Guidance for Local Education Agencies with Disproportionality, click the link below:

<https://ccjp.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=110Z>

Early Intervening Services student reporting requirements

34 CFR 300.226(d) requires that LEAs implementing CEIS to report the number of children who received CEIS and the number of those children who subsequently received special education and related services under Part B during the preceding two-year period (i.e., the two years after the child has received CEIS).

Current year targeted population

0 Number of students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who

are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education. This count is the number of general education students who will receive/received CEIS in the current year. This count should be updated during the year to accurately reflect the target population.

Prior Year Early Intervening Student Data

0 Number of students in last year's targeted population who received early intervening services last school year and subsequently received special education and related services. This number count must be based on the number of students targeted/served in the prior year Budget Details/Redirection page as the target population and must be a count of those targeted students who subsequently were identified and received special education and related services.

0 Number of students in the targeted population from two years ago who received early intervening services two years ago and subsequently received special education and related services. This count must be based on the number of students targeted/served **two years prior** in the Budget Details/Redirection page as the target population, and must be a cumulative count of targeted students who subsequently received special education and related services during the **past two years**.

Replacement of Local Funds

IDEIA 2004 Section 613(a)(2)(C)(i) provides districts with the option of using up to 50 percent of its special education, Part B IDEIA funds received in excess of the amount received for the prior year, as local education funds.

Please note: Funds used to provide early intervening services under section 613(l) count towards the maximum amount of local expenditures that a district may reduce. Please contact the Office for Exceptional Children, Resource Management staff if your district is planning to use funds for early intervening and replacement of local funds. (877) 644-6338.

0.00 Amount of Part-B funds district will use to replace local funds, not to exceed the allowable maximum amount.

Maintenance of Fiscal Support

For the purpose of establishing eligibility for an IDEA award for the fiscal year, the district must budget, for the education of children with disabilities, at least the same total or per capita amount from the same sources for the most recent prior year with either local funds only or the combination of State and local funds. 34 CFR 300.203 (b). Funding codes to use to determine the most recent prior year's expenditures from state & local funds for the education of children with disabilities: Fund: 1-300, 400-499, 504 & 532 Function: 1230-1239, 1240-1249, 1280, 1290, 1330-1339, 1350, 2140-2149, 2150-2159, 2180-2189, 2215, 2216, 2416, 2417, 2821 & 3412 Object: 100-190, 200-292, 400-499, 500-590, 600-690 & 844

42,247.25 Enter the **budgeted** amount of State and Local financial support the district will use for special education and related services for children with disabilities this current school year. **This number is based on the district's most recent Maintenance of Effort (MOE).**

Purchased Services - Amounts paid for supplemental personal services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services

Intervention Specialist/Tutor	Instructional Paraprofessionals
Instructional materials	Equipment/Hardware
Software/License	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = \$0.00

Support Services Purchased Services

Speech Language Pathologist /Audiologist	Non-Instructional Special Education Aides
Therapists	Psychologist
Evaluation Services	Equipment/Hardware
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = \$0.00	

Governance Purchased Services

Special Education Director/ Supervisor	Audit costs for IDEA only, unless there is an indirect cost authorization
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = \$0.00	

Professional Development Purchased Services

College Credits	Consultant
Coach (HQ in content area)	Substitute Teachers
Training/Software/Licenses	Travel Mileage/Meeting Expense

Stipends	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = \$0.00
Family Community Purchased Services	
Parenting Skills Training	Family Literacy Training
Parent Mentor	Parent Involvement Materials
Family Liaison	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = \$0.00
Transportation Purchased Services	
Special Education Student Transportation	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = \$0.00
Nonpublic Purchased Services	
Special Education Service Provider	Name of Special Education Service Provider
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = \$0.00	
Facilities	
Explain how funds budgeted on Facilities budget line are used.	

Supplies and Capital Outlay - The maximum recommended amount is 10% of the allocation for the sum of supplemental Supplies and Capital Outlay. Describe purchases in Supplies (500) and Capital Outlay (600).

Supplies - Provide an explanation that outlines how the funds are being spent for supplies.

Capital Outlay - Provide an explanation that outlines how the funds are being spent for capital outlay.

Program Assurance

An LEA is eligible for assistance under Part B of the Act for a fiscal year if the agency submits a plan that provides assurances to the SEA that the LEA meets each of the conditions in 34 CFR 300.201 through 300.213 [LINK](#)

Special Education District Contact

Contact name: Jeff Jaroscak

Contact Email:
j.jaroscak@promise-academy.com

Select only one option for years of experience:

less than 1 year of experience

1-3 years' of experience

4-5 years' of experience

Comprehensive, Coordinated Early Intervening Services

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - IDEA-B Special Education

A district mandated to redirect 15% of its IDEA Part B funds must provide its Comprehensive, Coordinated Early Intervening Services Plan on the page below. - Please complete the budget and budget narrative for CCEIS below.

Instruction - (Please enter dollar amount)

Salaries	Retirement Fringe Benefits	Purchased Services	Supplies	Capital Outlay	Other
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Support Services - (Please enter dollar amount)

Salaries	Retirement Fringe Benefits	Purchased Services	Supplies	Capital Outlay	Other
----------	----------------------------	--------------------	----------	----------------	-------

Governance Admin - (Please enter dollar amount)

Salaries	Retirement Fringe Benefits	Purchased Services	Supplies	Capital Outlay	Other
----------	----------------------------	--------------------	----------	----------------	-------

Professional Development - (Please enter dollar amount)

Salaries	Retirement Fringe Benefits	Purchased Services	Supplies	Capital Outlay	Other
----------	----------------------------	--------------------	----------	----------------	-------

Family Community - (Please enter dollar amount)

Salaries	Retirement Fringe Benefits	Purchased Services	Supplies	Capital Outlay	Other
----------	----------------------------	--------------------	----------	----------------	-------

Indirect Cost - (Please enter dollar amount)

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Other

Target Population To Be Served.

Explain how the district has defined the target population that will receive comprehensive, coordinated early intervening services. Identify the target population, particularly, but not exclusively, those included in the group identified as significantly disproportionate. The target population may be: 1) Children who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment; 2) Children with disabilities; however, districts may not limit the provision of comprehensive coordinated early intervening services to only children with disabilities; and 3) Preschool children, though the district retains full flexibility regarding whether the reservation is made with IDEA section 611 funds for children ages 6-21, IDEA section 619 funds for children ages 3-5, or both. These identified students must be included in the IDEA Part B Budget Details/Redirection page under student reporting requirements and must be updated as the count changes. Student must also be identified in EMIS.

Budget Narrative: Significant Disproportionality Fiscal Requirement - Redirection of Funds.

Based on the district's root cause analysis and action plan provided in the district's improvement plan, please provide a detailed narrative explaining how the mandated 15% redirection of the IDEA Part B Funds will be expended to implement the action plan and associated early intervening activities. Include what will be purchased, what will be contracted for, or how the early intervening amount will be used.

Activities: Please select the allowable activities CCEIS funds will be used for. Fiscal Guidance for Early Intervening Services

- Coordinator
- Instructional Equipment and Electronic Devices
- Instructional Technology Staff
- Instructional Materials/Software
- Mentors
- Professional Development Services
- Paraprofessional/s
- Travel/Mileage
- Teachers (General Education)
- Teachers (Special Education)
- Psychologist/s
- Pupil Services Staff
- Substitute Teachers
- Tutors

Occupational Therapist

Physical Therapist

Alternate Assessment District Justification

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - IDEA-B Special Education

Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD)

The Every Student Succeeds Act requires states to ensure the total number of students assessed using an alternate assessment for students with the most significant cognitive disabilities does not exceed 1.0 percent of the total number of all students assessed in the state. States that anticipate they will exceed 1.0 percent are required to request a federal waiver and verify that each district or community school the state anticipates will assess more than 1.0 percent of its assessed students in any subject using an alternate assessment followed the state's guidelines for participation in the alternate assessment.

As per the Every Student Succeeds Act, Ohio requires each district or community school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject with the alternate assessment.

Districts must submit their justification by **April 26, 2024**. The Department may request supporting documentation or clarification regarding content included in the justification. Please direct any questions on completing the justification to AAparticipation@education.ohio.gov.

Do you project your district or community school will exceed 1.0 percent of students assessed in reading, mathematics or science (any subject) with the alternate assessment in school year 2023-24?

If you select No, you will jump to Confirm Assurances and Submit. Your submission will acknowledge that your district or school has no expectation to exceed 1.0% alternate assessment participation this school year.

Yes

No

Enter Projected Data

Use the following guidelines to review district data and complete the fields for projected district participation data for the alternate assessment in English Language Arts, Mathematics and Science.

Guidelines:

- When calculating participation in English Language Arts, use anticipated participation data for Ohio's State Tests in English Language Arts grades 3-8 and high school and anticipated participation data for alternate assessment in English Language Arts grades 3-8 and high school.
- When calculating participation in Mathematics, use anticipated participation data for Ohio's State Tests in Mathematics grades 3-8 and high school and anticipated participation data for alternate assessment in Mathematics grades 3-8 and high school.
- When calculating participation in Science, use anticipated participation data for Ohio's State Tests in Science grades 5, 8 and high school and anticipated participation data for alternate assessment in Science grades 5, 8 and high school.
- For grade 3 and high school, only count first-time test-takers. Students who will take the third grade English Language Arts test in the fall and spring

should be counted only once. Students who are retaking end-of-course exams for graduation purposes should not be counted.

- Include ALL students who count for the district.

ELA Projected 2023-2024

Count of students taking ELA alternate assessment

Count of all students tested in ELA

Percent of all students taking ELA alternate assessment **0.00%**

Mathematics Projected 2023-2024

Count of students taking Mathematics alternate assessment

Count of all students tested in Mathematics

Percent of all students taking Mathematics alternate assessment **0.00%**

Science Projected 2023-2024

Count of students taking Science alternate assessment

Count of all students tested in Science

Percent of all students taking Science alternate assessment **0.00%**

Participation Criteria

Do your records show students participating in the alternate assessment who are identified with disability categories other than multiple disabilities, intellectual disabilities, autism and traumatic brain injury?

Yes

No

Contributing Factors

Does your district provide a targeted program that may contribute to a higher enrollment of students with the most significant cognitive disabilities?

Yes

No

Does your district have a small overall student population that increases the likelihood of exceeding the 1.0 percent threshold?

Yes

No

Does your district project a reduction in the number of students participating in the alternate assessment this school year?

Yes

No

Provide a brief description of how the district has worked to improve alternate assessment and individualized education program practices to ensure only students with the most significant cognitive disabilities are participating in the alternate assessment. Resource ([District Alternate Assessment Self-Reflection Guide](#)).

What assistance is available to parents who have questions regarding eligibility to participate in the alternate assessment? Resource ([link](#)).

District/School Requirements

Does your district need resources or technical assistance from your state support team or the Ohio Department of Education to ensure students are being assessed using the appropriate state achievement tests?

Yes

No

Confirm and Submit

Districts must submit their justification by **April 26, 2024**. The Department may request supporting documentation or clarification regarding content included in the justification. Please direct any questions on completing the justification to AAparticipation@education.ohio.gov.

My district/school agrees to these conditions:

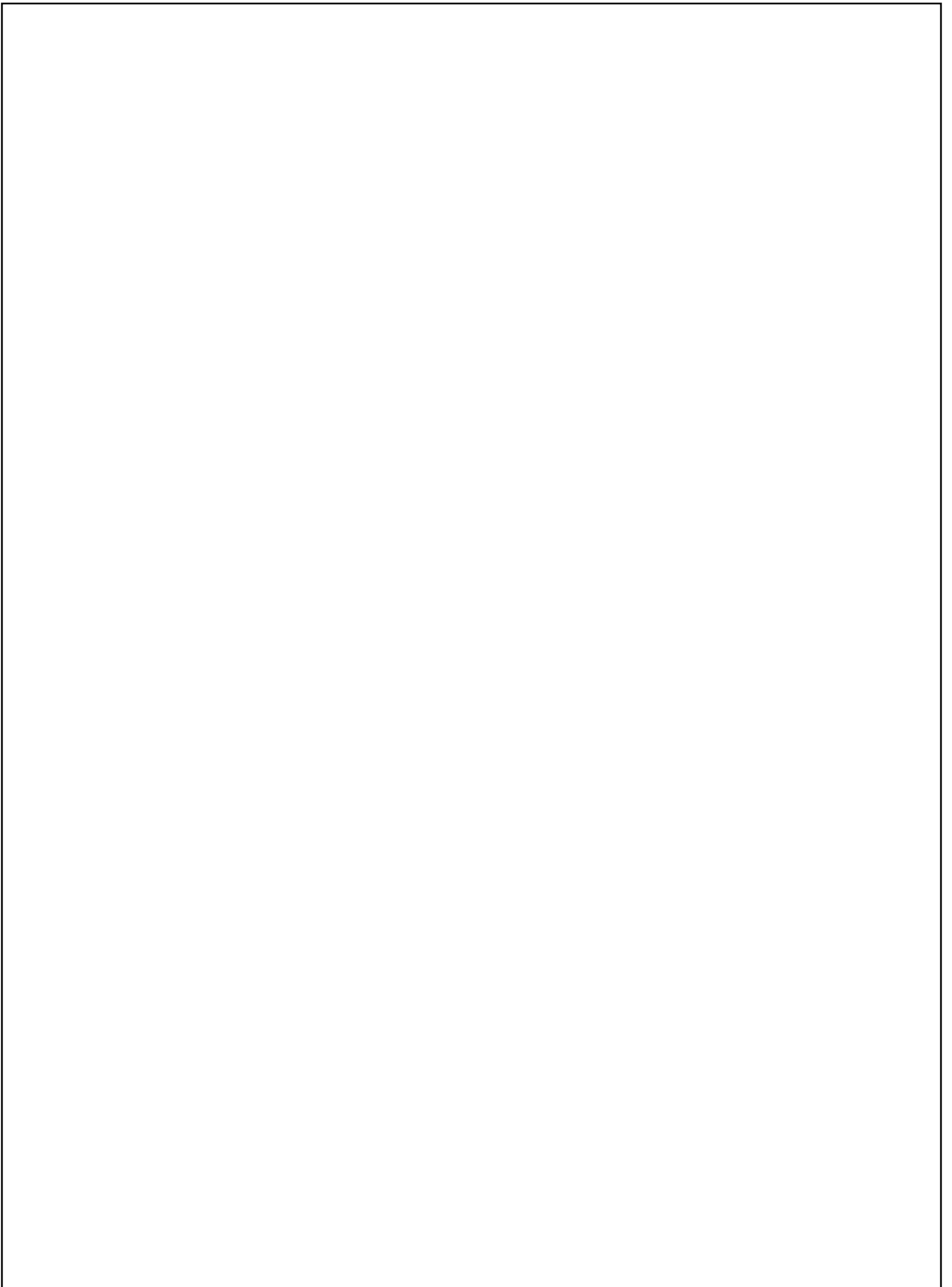
- I understand that once the survey is submitted, the submitted content and data represent the district's justification for exceeding 1.0 percent participation in the alternate assessment for school year 2023-2024.
- I understand the submitted justification will be available publicly in accordance with federal regulations.
- My district superintendent and special education director have read and approved the justification content provided.

By submitting this page, I certify that all information given in this page is true, complete and accurate.

Please confirm contact information (First Name, Last Name, Email) for the following:

Superintendent and/or Special Education Director:
Jeff Jaroscak jaroscak@promise-academy.com

Primary Point of Contact for Alternate Assessments:
Jeff Jaroscak jaroscak@promise-academy.com



Nonpublic School Service

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - IDEA-B Special Education

No In-district nonpublic school data exists.

Plan Relationships

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - IDEA-B Special Education

Go To 

Related Goals

Related Plan Action Steps

Related School Plan Action Steps

Contacts

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - Contacts

Funding Application Contact

Name: ▼

Years of Experience with Federal Grants: ▼

Substantially Approved Dates

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - Substantially Approved Dates

Grant	Substantially Approved Date
Title I-A Improving Basic Programs	07/01/2024
Title I-D Neglected	Not Yet Substantially Approved
Title I-D Delinquent	Not Yet Substantially Approved
Title I-C Migrant	Not Yet Substantially Approved
Title II-A Supporting Effective Instruction	07/01/2024
Title III Language Instruction for English Learners	Not Yet Substantially Approved
Title III Immigrant	Not Yet Substantially Approved
Title IV-A Student Support and Academic Enrichment	07/01/2024
Title V-B Rural and Low-Income	Not Yet Substantially Approved
IDEA-B Special Education	07/01/2024
IDEA Early Childhood Special Education	Not Yet Substantially Approved
Schoolwide Pool	Not Yet Substantially Approved

Assurances

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - Assurances

The Federal agencies referred to in this document, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United States Department of Health and Human Services and the United States Department of Labor, are all herein referred to as the "DEPARTMENT," and the Ohio Department of Education and Workforce, herein referred to as the "DEW," and the local educational agency (LEA), herein referred to as the "SUBGRANTEE." DEW may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 75-77, 79, and 81-84, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

- 1 That the SUBGRANTEE will accept funds in accordance with applicable Federal and State statutes, regulations, program plans, and applications, and administer the programs in compliance with all provisions of such statutes, regulations, applications, policies and amendments thereto.
- 2 That the SUBGRANTEE has the necessary legal authority to apply for and receive the proposed grant or subgrant and enter into the contract.
- 3 That the SUBGRANTEE is aware all Federal and state funds granted to it are conditioned upon the availability and appropriation of such funds by the United States Congress and the Ohio General Assembly. These funds are subject to reduction or elimination by the United States Congress or Ohio General Assembly at any time, even following award and disbursement of funds. Except as otherwise provided by law, the SUBGRANTEE shall hold DEW harmless for any reduction or elimination of Federal or state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the SUBGRANTEE shall immediately cease further expenditures under any Federal or state project.
- 4 The SUBGRANTEE will adopt and use the proper methods of administering the subgrants per 2 CFR 200 Sub Part F, including, but not limited to:
(A) The enforcement of any obligations imposed by law.
(B) The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation.
(C) The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
- 5 The SUBGRANTEE, by submission of a grant proposal, agrees that the DEPARTMENT or DEW have the authority to take administrative sanctions, including, but not limited to, suspension of cash payments for the project, suspension of program operations and/or, termination of project operations, as necessary to ensure compliance with applicable laws, regulations and assurances for any project. The SUBGRANTEE acknowledges this authority under 2 CFR 200.338 and Ohio Revised Code Section 3301.07 (C), as applicable.
- 6 The SUBGRANTEE has obtained a Unique Entity ID (UEI) and registered the UEI in the federal System for Award Management (SAM) as required by 2 C.F.R. 25 Appendix A. The district must enter the UEI the Ohio Educational Directory System (OEDS-R).
- 7 That the SUBGRANTEE will obligate funds within the approved project period as set forth in the approved application and will liquidate said obligations not later than 90 days after the end of the project period for grants applied for electronically. For purposes of approved projects, obligations have the same meaning as contained in The Uniform Guidance 2 CFR 200.71 and 200.343.
- 8 That the SUBGRANTEE agrees, when funded on an advance basis by DEW, to minimize the time between the transfer of funds and the disbursement by the local entity in accordance with the Cash Management Improvement Act (31 CFR part 205). The SUBGRANTEE agrees to maintain cash balances which meet their immediate cash needs only. Any interest earnings by the SUBGRANTEE will require repayment (2 CFR 200.305).
- 9 That the SUBGRANTEE will, where applicable, use federal funds to supplement and not supplant State and local funds expended for educational purposes and, to the extent practicable, increase the fiscal effort that would, in the absence of such funds, be made by the SUBGRANTEE for educational purposes.
- 10 That the SUBGRANTEE shall, to the extent possible, coordinate each of its projects with other activities that are in the same geographic area served by the project and that serves similar purposes and target groups (34 CFR 76.580).
- 11 That the SUBGRANTEE may not consolidate applicable programs or commingle funds derived from one appropriation with those derived from another appropriation, unless specifically authorized by statute.
- 12 That the SUBGRANTEE will not subgrant the approved project to another entity without the express written consent of DEW.
- 13 The SUBGRANTEE will comply with 2 C.F.R. Part 200 Standards for Financial and Program Management, including but not limited to, effective control over, and accounting-ability for, all funds, property, and other assets and must adequately safeguard all assets and assure that they are used solely for authorized purposes.
- 14 That the SUBGRANTEE has the capacity and agrees to report financial data verifying compliance with program regulations and will conform all activities conducted under the approved grant to the provisions contained within 2 CFR 200.
- 15 The SUBGRANTEE will comply with local, state and Federal procurement policies when purchasing equipment and supplies. Equipment and supplies purchased for use in a Federal or state program will comply with the provisions of 2 CFR 200.318. The SUBGRANTEE will furthermore utilize competitive bidding practices in compliance with applicable procurement regulations.
- 16 That the SUBGRANTEE will acquire, use, maintain and dispose of equipment purchased for the approved project in accordance with 2 CFR: 200.313-Equipment; 200.20- Computing Devices-Machines used to acquire, store, analyze, process, public data and other

	information electronically. Includes accessories for printing, transmitting and receiving or storing electronic information; 200.94 Supplies-Tangible personal property other than equipment computing devices are supplies if less than \$5,000.
17	That the SUBGRANTEE may not use its Federal or State funding to pay for any of the following: (A) Religious worship, instruction, or proselytization. (B) Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified in this assurance, herein. In the case of any project involves construction, the project is consistent with overall State plans for the construction of school facilities, if applicable; and in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under Section 504 of the Rehabilitation Act of 1973, in order to ensure that facilities constructed with Federal (which become subsequently State) funds are accessible to and usable by handicapped individuals. For the construction of facilities with Federal funds per 2 CFR 200.320, the SUBGRANTEE will comply with the provisions of the Davis-Bacon Act.
18	That the SUBGRANTEE may not use Federal funding for the acquisition of real property unless specifically permitted by the authorizing statute or implementing regulations for the program (2 CFR 200.311). If real property or structures are provided or improved with the aid of Federal financial assistance, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer or sale of such property or structure. If personal property is so provided, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer, disposal and sale of such. The Uniform Guidance 2 CFR 200.307, 200.311, 200.312 and 200.400.
19	The SUBGRANTEE will abide by the single audit requirements that a non-federal entity that expends \$750,000 or more during the non-federal entity's fiscal year in Federal awards must have a single audit conducted in accordance with 2 C.F.R. 200.514 "Scope of Audit", except when it elects to have a program specific audit conducted and 200.515 (GAAP). The SUBGRANTEE will submit to DEW the aforementioned audit reports in accordance with The Uniform Guidance Subpart F. In the event of a sustained audit exception, and upon demand of DEW, the SUBGRANTEE shall immediately reimburse DEW for that portion of the audit exception attributable under the audit to the SUBGRANTEE. The SUBGRANTEE agrees to hold DEW harmless for any audit exception arising from the SUBGRANTEE's failure to comply with applicable regulations.
20	That the SUBGRANTEE will maintain records, including the records required under Section 437 of the General Education Provisions Act ("GEPA"), 20 U.S.C. Section 1221, and provide access to those records as DEW or the DEPARTMENT and the Comptroller General or any of their authorized representatives in the conduct of audits authorized by Federal Law or State Statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information. The Uniform Guidance 2 CFR 200.333-337. That it shall per 2 CFR 200.333 maintain records for 3 years following completion of the activities for which the SUBGRANTEE uses the federal or state funding and which show: (A) The amount of funds under the subgrant or grant. (B) How the SUBGRANTEE uses the funds. (C) The total cost of the project. (D) The share of that total cost provided from other sources.
21	That the SUBGRANTEE will make reports to DEW and to the DEPARTMENT as may reasonably be necessary to enable DEW and DEPARTMENT to perform their duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by DEW and/or the DEPARTMENT and shall be supported by appropriate documentation.
22	That the SUBGRANTEE agrees to continue its coordination with DEW during the length of the project period.
23	That the SUBGRANTEE will comply with 2 C.R.F. Part 200.343 regarding closeout procedures. The administration actions include, but are not limited to, submitting, no later than 90 calendar days after the end of the period of performance, all financial, performance and other reports as required by the terms and conditions of the federal award.
24	That the SUBGRANTEE will ensure that no person be denied the benefits, or be otherwise subjected to discrimination on the ground of race, color, national origin, handicap, or sex under any program or activity for which the SUBGRANTEE receives federal financial assistance. Admissions policies for private schools are understood and agreed to be part of such programs. In this vein, the SUBGRANTEE agrees to assure compliance with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.); Title IX of the Education Amendments of 1972 (20 U.S.C. Section 1681-1683); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794); the Age Discrimination Act (42 U.S.C. Section 6101 et seq.); and the Americans with Disabilities Act ("ADA") (42 U.S.C. Section 12101 et seq.).
25	That the SUBGRANTEE will comply with Section 8524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act, and that SUBGRANTEE has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools dated February 7, 2003.
26	That the SUBGRANTEE will make readily available to parents and to other members of the general public any application, evaluation, periodic program plan or report relating to each program.
27	That the SUBGRANTEE has adopted effective procedures for: (A) Acquiring and disseminating to teachers and administrators participating in each program, significant information resulting from educational research, demonstration and similar projects; and (B) Adopting, if appropriate, promising educational practices developed through those projects.
28	That the SUBGRANTEE will provide reasonable opportunities for participation by and outreach to teachers, family members, and other interested agencies, organizations and individuals in the planning for and operation of each program, as may be necessary according to statute.

29	That the SUBGRANTEE shall cooperate in any evaluation by the DEPARTMENT including other provisions to support teaching and learning assurances that the State will, beginning in school year 2002-2003, participate in biennial State academic assessments of 4th and 8th grade reading and mathematics under the National Assessment of Educational Progress carried out under section 411(b)(s) of the National Education Statistics Act of 1994.
30	That the SUBGRANTEE may not count tuition and fees collected from students toward meeting matching, cost sharing or maintenance of effort requirements of a program (34 CFR 76.534).
31	That the SUBGRANTEE will comply with 34 C.F.R. Section 76.652-662, if a program so requires, and ensure participation of children enrolled in eligible private schools, excluding for-profit private schools, in the area to be served. (A) Provide private school students with a genuine opportunity for equitable participation. (B) Provide an opportunity to participate in a manner that is consistent with the number of eligible private school students and their needs. (C) Maintain continuing administrative direction and control over funds and property that benefit students enrolled in private schools.
32	That the SUBGRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).
33	That the SUBGRANTEE will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project (34 CFR 76.683).
34	That the SUBGRANTEE will comply with the Safe and Drug Free Schools Act (as amended) and the Pro-Children Act of 1994 (as amended).
35	That the SUBGRANTEE will ensure personnel employed as teachers and instructional aides or personnel contracted to provide such service to the SUBGRANTEE shall be certified as required by Ohio Revised Code Section 3319.22, 3319.30 and 3319.088.
36	That the SUBGRANTEE will comply with requirements regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion (34 C.F.R. Part 82) and Drug-Free Workplace (34 C.F.R. Part 84) and the required regulations implementing Executive Order 12549: (A) All fund participants certify, by submission of this statement, that project funds will not, in any way, be used for the purpose of Lobbying or otherwise influencing decisions supporting the granting of funds administered by the Ohio Department of Education and Workforce (DEW). (B) The prospective lower tier participant certifies, by submission of this statement, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency. (C) If the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this statement. (D) That subgrantees receiving DEW administered funds will provide a drug-free workplace.
37	That the SUBGRANTEE will comply with any additional assurances listed on a specific application as required by a particular DEW program office administering the program.
38	That the SUBGRANTEE will comply with the requirements of the Boy Scouts of America Equal Access Act (Boy Scouts Act), 20 U.S.C. 7905, 34 C.F.R. Part 108, and with other federal civil rights statutes enforced by OCR.
39	That the SUBGRANTEE will comply with requirements to collaborate with the State or local child welfare agency to designate a point of contact regarding the educational stability of children in foster care and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of time in foster care. ESEA Section 1112(c)(5)(A-B).
40	That the SUBGRANTEE will comply with requirements of the Award Term for Trafficking in Persons under 2 C.F.R.175.15 which prohibits SUBGRANTEES from engaging in severe forms of trafficking in person during the period of time that the award is in effect.
41	That the SUBGRANTEE will comply with Executive Order 13513 which states that SUBGRANTEES and their personnel are prohibited from text messaging and e-mailing while driving a government owned vehicle, or while driving their own privately-owned vehicle during official grant business.
42	That the SUBGRANTEE will comply with the Memorandum to ED Grantees Regarding the Use of Grant Funds for Conferences and Meetings (link to memorandum).
43	That the SUBGRANTEE will abide by the following requirements when issuing statements, press releases, request for proposals, bid solicitation and other documents describing projects or programs funded in whole or in part with federal money to comply with Section 505 of Public Law 113-76, Consolidated Appropriation Act of 2014: (1) The percentage of the total costs of the programs or project which will be financed with Federal money; (2) the dollar amount of Federal funds for the projects of programs; (3) the percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.
44	IDEA-specific assurance: That the SUBGRANTEE, if applying for IDEA Part B 611 school-age and/or IDEA Part B 619 preschool funds, has read the IDEA Part B requirements in 34 CFR 300.201 through 300.213. LINK . Also, the SUBGRANTEE will comply with all regulatory requirements in the following sections. (A)§300.200 Condition of assistance. (B)§300.201 Consistency with State policies. (C)§300.202 Use of amounts. (D)§300.203 Maintenance of effort. (E)§300.204 Exception to maintenance of effort.

- (F)§300.205 Adjustment to local fiscal efforts in certain fiscal years.
- (G)§300.206 Schoolwide programs under title I of the ESEA.
- (H)§300.207 Personnel development.
- (I)§300.208 Permissive use of funds.
- (J)§300.209 Treatment of charter schools and their students.
- (K)§300.210 Purchase of instructional materials.
- (L)§300.211 Information for SEA.
- (M)§300.212 Public information.
- (N)§300.213 Records regarding migratory children with disabilities.

45 That the SUBGRANTEE (LEA board or governing authority) reviews and approves the use of all federal subgrants.

46 That the SUBGRANTEE policies and procedures includes a prohibition on related party transactions for employees, contractors, and service providers in its conflict-of-interest policy.

47 That the SUBGRANTEE, when using federal funds to contract for equipment or services, will do both of the following:
(A) Comply with the U.S. Department of Education's procurement standards requiring federal subgrant recipients to develop written procurement procedures and to conduct all procurement transactions in a manner that provides open and free competition;
(B) Prohibit any employee, officer, or agent of the SUBGRANTEE from participating in the selection, award, or administration of the contract if a real or apparent conflict of interest exists.

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

ODE Consultant Checklist

Promise Academy (000936) - Cuyahoga County - 2025 - Consolidated - Rev 0 - ODE Consultant Checklist

This tool is intended to provide feedback to the local educational agency (LEA) on the initial submission of the Consolidated Application.

- Items that need correction or follow-up will be marked "Attention Needed" and the status of the application changed to "Consultant Returned Not Approved". Check under "Notes" in those sections marked "Attention Needed" for additional comments.
- Once the corrections are made and validation messages addressed that require additional attention, the application is ready to resubmit for consultant review.

Consolidated Checklist [\[Expand All Sections\]](#) [\[Collapse All Sections\]](#)

1. Plan and Needs Assessment: All Districts***

	ISSUES
1. ***District has completed the One Needs Assessment and One Plan. If not, funding application is on Hold until plan is submitted for review.	<input type="checkbox"/>
2. *** NEW Community Schools have provided their plan to their consultant. See list for NEW Community Schools.	<input type="checkbox"/>
3. ***All Title I SW buildings have submitted their One Needs Assessment and One Plan. If not, district funding application is on Hold until all buildings required to submit a plan have submitted a plan.	<input type="checkbox"/>
4. The district/building's One Plan has recommendations in their One Plan rubric that need to be addressed by the next funding application revision. Please go into the One Plan and review recommendations in the Approval Rubric for Consolidated ESEA(district)/SW Plan(building).	<input type="checkbox"/>
5. The district/building One Plan has been returned. Please go into the One Plan and address required items in returned rubric in plan by next revision.	<input type="checkbox"/>

2. Funding Application (FA)-Consolidated Application Sections

	ISSUES
1. Review and address the Validation Warning Messages that apply.	<input type="checkbox"/>
2. Provide an explanation in the CCIP History Log why the district is not applying for all eligible grants at this time or indicate if the district is waiving the funds.	<input type="checkbox"/>
3. Address Book UEI Number (formally DUNS): The federal government requires LEAs to have a UEI number (Unique Entity Identifier) to better identify related organizations that are receiving funding under grants and to provide consistent name and address data for electronic grant application systems. Verify that you have a UEI number or take the steps needed to obtain one as soon as possible. Update the local educational agency's UEI number in OEDS. If the LEA needs additional help entering the UEI number, contact the ODE data custodian for its organizational type. The data custodian list can be found by searching "Data Custodian" on ODE's website. There must be a UEI number entered in order for the application to be final approved.	<input type="checkbox"/>
4. ***Transfer of funds are not permitted from Title I-A, Title I-C, Title I-D, Title III-A, and Title V-B.	<input type="checkbox"/>
5. Funds transferred under this section are subject to each of the rules and requirements applicable to the funds under the provision to which the transferred funds are transferred, except as otherwise provided in this part. For example, funds transferred from Title II-A to Title I-A must meet the requirements of Title I-A.	<input type="checkbox"/>
6. Excluding Title I-D and Title V-B, each program covered by the transferability authority is subject to the equitable services requirements under Title I or VIII, which may not be waived. (ESEA section 8401(c)(5).) Before a district may transfer funds from a program subject to equitable services requirements, it must engage in timely and meaningful consultation with appropriate private school officials. (ESEA section 5103(e)(2).) With respect to the transferred funds, the district must provide private school students and teachers equitable services under the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer.	<input type="checkbox"/>
7. A district may not transfer funds to a particular program solely to provide equitable services for private school students or teachers. Rather, a district, after consulting with appropriate private school officials, must provide equitable services to private school students and teachers based on the rules of each program and the total amount of funds available to each program after a transfer. (See ESEA section 5103(e).)	<input type="checkbox"/>

3. Nonpublic Data System (NPDS) - located in the OH/ID Apps

	ISSUES
1. Complete the Participation Form in NPDS. If Participation Form is not in Public Approved status, district must enter a comment in History Log indicating reason and whether the school has eligible children.	<input type="checkbox"/>
2. Complete the Consultation Guide in NPDS for served nonpublic schools. If Consultation Guide is not Completed, consultant should enter a History Log note indicating that the Consultation Guide must be completed prior to the start of school.	<input type="checkbox"/>
3. Consultation Guides must be marked Nonpublic Approved by the start of school. Nonpublic Approved is the final workflow step. District needs to contact Nonpublic and request that they review consultation and approve the service plan written district has written in the guide.	<input type="checkbox"/>
4. Any Participation Forms in Correction Needed status need to be addressed as soon as possible. The consultant should enter a History Log note that says; "Please address Nonpublic Forms in Correction Needed status as soon as possible. If the form is marked due to inaccurate numbers, the equitable services calculation may not be correct. If you have questions, contact Chantelle Carter, Nonpublic Ombudsman Chantelle.carter@education.ohio.gov"	<input type="checkbox"/>

4. Title I-A Improving the Academic Achievement of the Disadvantaged, Building Eligibility Page

	ISSUES
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1. Update the building eligibility page by making the necessary changes through OEDS-R and notifying your consultant to authorize the updates in the CCIP.	<input type="checkbox"/>
2. Enter adjusted enrollment information for all non-Community Eligibility Provision (CEP) schools that do not have pre-populated data.	<input type="checkbox"/>
3. Enter low-income information for all non-Community Eligibility Provision (CEP) schools that do not have pre-populated data.	<input type="checkbox"/>
4. New Virtual or On-line school data must be entered on the building eligibility page and Title I eligibility must be determined following ESEA guidance. District must enter enrollment and low income number for new school.	<input type="checkbox"/>
5. For all Community Eligibility Provision (CEP) participating schools, complete CEP Identified Student % and CEP Reimbursement % columns if the data is not pre-populated in accordance with the guidance. Title I and CEP guidance is located at (https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=78631)	<input type="checkbox"/>
6. ***Building must meet one or more of the following eligibility criteria: at/above 35% low income; at/above district average low income; at/above district-wide grade span poverty average for the relevant grade span; by rounding, by feeder pattern; less than 1,000 students in district; served the previous year. (If not eligible for the current year, but was eligible and served the preceding year, the building may be served for only one additional year unless it re-qualifies under one of the other eligibility criteria.)	<input type="checkbox"/>
7. ***Upload document/s to provide evidence for reported enrollment, FRPM, or CEP numbers if not using data populated in system from EMIS or for calculations for grade span averaging or composite score calculations.	<input type="checkbox"/>
8. .***Correct or complete sort order column on building eligibility page. Sort order must be by poverty level from highest to lowest or by grade spans then by poverty from highest to lowest.	<input type="checkbox"/>
9. ***New Schoolwide must be at or above 40% low income or SW Waiver approved. Provide evidence of planning to consultant prior to approval. Evidence must include meeting dates, agendas, and participant sign-in sheets.	<input type="checkbox"/>
10. By selecting Comp for comparable services, the district must provide a HL note indicating the type of additional services and amount of funding that is comparable to Title I services the building is eligible for. Please note that Comparable Services must be at the funding level the building would have received if the district was providing services with Title I funds.	<input type="checkbox"/>
11. If an existing schoolwide building's low-income percentage drops below 40%, but is still eligible to be a Title I school, document the original date and low income percentage at the time of becoming a new schoolwide in the CCIP History Log.	<input type="checkbox"/>
12. *** The SW Waiver page must be completed prior to receiving SW Waiver approval. Provide evidence of SW planning to your consultant for approval. District must be able to provide enough details to justify requesting a waiver,. See guidance document for help.	<input type="checkbox"/>
13. ***Correct eligibility by other factors. See guidance document for help.	<input type="checkbox"/>
14. *** Correct calculations for composite score. See guidance document for help.	<input type="checkbox"/>
15. ***Correct feeder pattern calculations. Feeder pattern may only be applied to Secondary Schools. In Ohio grades 7-12 are secondary. Buildings that consist of 2/3 or more of the student population within those grade levels are considered secondary schools. See guidance document for help.	<input type="checkbox"/>
16. *** Correct rounding percentage of low income.	<input type="checkbox"/>
17. Indicate or correct type of service. See guidance document	<input type="checkbox"/>
18. ***Evidence provided for adjustments on building eligibility page does not support amounts entered on building eligibility or are not sufficient documentation to support changing amounts that are extracted from district provided data through the state EMIS system. Evidence should be supported by official records that can be documented. Amounts entered on the building eligibility page should match the amounts on the records provided.	<input type="checkbox"/>
19. ***No student identifiable information may be included in the reports. Reports need to be resubmitted with student identifiable information redacted.	<input type="checkbox"/>
20. ***Records entered on building eligibility page must be within the same time period and record for all buildings from within the last two years. For example, if using Dec. as enrollment/FRP data in one building, the district must use Dec. for all buildings in the district.	<input type="checkbox"/>

5. Title I-A Set Aside Section/School Allocation PPA Page/Nonpublic School Services

	ISSUES
1. The administrative set-aside is greater than the recommended 5% of the allocation (not to include carryover). Enter an explanation in the history log.	<input type="checkbox"/>
2. The administrative set-aside does not match the budgeted amount for Title I governance/admin in the budget. Please update and reflect the correct amount in each.	<input type="checkbox"/>
3. Set Aside at least 1% of the Title I-A allocation to assist schools in carrying out parent and family engagement activities if the allocation is more than \$500,000. Not less than 90 percent of the reserved funds shall be distributed to schools served under this part, with priority given to high-need schools.	<input type="checkbox"/>
4. An equitable amount is set-aside for nonpublic parent involvement and family engagement from the NP set aside amount. If budgeted on Family/Community engagement purpose row, please add HL note indicating that it is budgeted there. If included on the family/community line, you can deduct that amount from the total set-aside amount budgeted on the nonpublic line.	<input type="checkbox"/>
5. If an equitable amount is budgeted for governance on the governance line, please add a HL note indicating the amount and where it is budgeted.	<input type="checkbox"/>
6. The Homeless Set-aside should be sufficient to provide needed and allowable services to the number of students reported as homeless in EMIS. Suggest revising the Homeless Set-aside to reflect an amount greater than what is currently budgeted or provide a justification about how the district plans to fund needs and ensure identified homeless students have access to all educational opportunities.	<input type="checkbox"/>
7. Align set-asides with the Title I budget page (under the correct purpose codes) and Title I budget details page.	<input type="checkbox"/>
8. Please complete the textbox on the set aside page, describing how the district plans on expending thehomeless set aside amount.	<input type="checkbox"/>
9. The district has budgeted funds for preschool in the set aside page. Please complete the textbox provided for this set aside on the page.	<input type="checkbox"/>
10. ***The set aside amount is above 30% of the district's allocation for Title I. Title I funds are building level funds however some funds can be used to provide district-wide initiatives in Title I served buildings in the district. The district must complete the Title I District-Managed Initiatives Request Form and upload form in the system to provide justification prior to approval of the application.	<input type="checkbox"/>
11. School Allocation PPA List 100% Rule: List PPAs in the same or descending order for all schools. See Help link.	<input type="checkbox"/>

12. School Allocation PPA List 125% Rule: List PPAs for all buildings in the same or descending order using at least the minimum district PPA. (Exception, last school listed can be below the minimum district PPA). See Help link.	<input type="checkbox"/>
13. School Allocation PPA List Page: Make the total amount remaining equal to or less than the district's lowest building poverty number.	<input type="checkbox"/>
14. Nonpublic School Service Page: Select Yes or No under the section "Are Services Being Provided." If No is selected and an equitable services amount is displayed for the nonpublic school, the district must contact the Nonpublic Ombudsman, Chantelle.Carter@education.ohio.gov to bring NPDS and CCIP into alignment. Until this is addressed, the district must budget the entire nonpublic set aside.	<input type="checkbox"/>

6. Title I-A Budget and Budget Details Pages

	ISSUES
1. Budget - Add Title I-A to the correct action steps in the One Plan to align with activities described and budgeted in the application.	<input type="checkbox"/>
2. Budget - Align budget to Budget Details Program Activities.	<input type="checkbox"/>
3. Budget - Include the cost for instructional paraprofessionals on the instruction purpose code line. Non-instructional support services personnel costs should be entered on the support services purpose code line with the FTE and description of the position in the designated section on the Budget Details Page.	<input type="checkbox"/>
4. Provide the title for the position in the FTE section. FTE needs to represent the proportion of the full-time equivalent staff provided with the funds, not the number of positions.	<input type="checkbox"/>
5. Budget - No fringes were budgeted for salaries. There is no substantially approved date for fringe costs at this time. Indicate the funding source for salary fringe benefits in the CCIP History Log.	<input type="checkbox"/>
6. Budget - Nonpublic: Include the nonpublic equitable set-aside for parent engagement on the family/community purpose code line or as part of the total equitable set-aside on the nonpublic purpose code line. If included on the family/community line, you can deduct that amount from the total set-aside amount budgeted on the nonpublic line.	<input type="checkbox"/>
7. ***Budget - Review and revise the Nonpublic Budget so that it equals the amount of the set-aside. Please include a clarification in the history log why the amount budgeted for the nonpublic is less than the amount of the set-aside.	<input type="checkbox"/>
8. Budget - Nonpublic: Simply providing the private school with instructional materials and supplies is NOT an option available to the LEA because it is neither a proper Title I program implemented by the LEA nor meets the equitability requirement. The district should provide an explanation if greater than 10% is budgeted in the Nonpublic supply cell, this could be an issue.	<input type="checkbox"/>
9. Budget/Budget Details - The sum of Supplies and Capital Outlay, including purchased services supplies and equipment, exceeds the recommended maximum of 10% of the total allocation. The preponderance of Title I funds must be for instructional purposes. If the district exceeds the recommended 10%, a clear description and justification must be provided in the designated section on the Budget Details page.	<input type="checkbox"/>
10. ***Budget Details - Complete Budget Details Page.	<input type="checkbox"/>
11. Budget Details - Align Program activities to budget.	<input type="checkbox"/>
12. Budget Details - Review, adjust, and explain the reason for the low or high average daily number of Title I served students in Targeted Schools. Refer to the CCIP Doc Library Title I Guidance on Suggested FTE Teacher/Student Ratio.	<input type="checkbox"/>
13. Budget Details - Select appropriate core areas that align with the core academic content goals in the district agency plan.	<input type="checkbox"/>
14. Budget Details - If selecting non-academic supports as a delivery method, please describe the services provided.	<input type="checkbox"/>
15. Budget Details - If selecting Preschool as a Delivery Method, please describe the program design.	<input type="checkbox"/>
16. Budget Details - If budgeting for facilities, explain how funds are being used.	<input type="checkbox"/>
17. Budget Details - Certify the Head Start Compliance if using Title I-A funds to support a preschool program.	<input type="checkbox"/>
18. Budget Details - Certify that the LEA will use these funds consistent with the requirements provided in the Science of Reading legislation, ORC 3313.6028, including high quality instructional materials list.	<input type="checkbox"/>

7. Title I-A Schoolwide Waiver Request

	ISSUES
1. Review justification for waiver request. Must be completed for approval of SW Waiver.	<input type="checkbox"/>
2. Provide evidence of SW planning to education program specialist for confirmation of SW planning with stakeholder involvement.	<input type="checkbox"/>

8. Title I-A ESSA Section 1118(b) Supplement, Not Supplant Methodology

	ISSUES
1. Select the methodology the district is using to demonstrate supplement,not supplant. If N/A is appropriate, select the item that applies to the district.	<input type="checkbox"/>
2. The district selected a methodology for supplement, not supplant, however, the district is not required to do so based on the district configuration. Please check the guidance for supplement, not supplant and update the page accordingly.	<input type="checkbox"/>
3. The district is required to and must select the methodology the district uses to demonstrate supplement, not supplant for Title I. Methodology selected must be substantiated with the correct documentation that demonstrates budgeting decisions concerning district buildings were Title I neutral for district-level funding.	<input type="checkbox"/>

9. Schoolwide Pool Overview and Budget Pages

	ISSUES
1. Overview - Adjust remaining balance to be close to zero but not in the negative.	<input type="checkbox"/>
2. ***Overview - Include all state and local funds into the SW pool on the Overview page for each school participating in the SW pool.	<input type="checkbox"/>

3. State and local funds provided in the SW pool must demonstrate the largest proportionate amount of the building budget compared to the total amount of federal funds added. State and local funds 70% or lower of total budget require a History Log note with district justification. It must be approved by federal programs consultant.	<input type="checkbox"/>
4. Overview - If Special Education IDEA Part B funds are included in the Schoolwide pool, include state and local Special Education Funds on Overview page. The amount of funds included may not exceed the amount received by the LEA under Part B of the IDEA for that fiscal year, divided by the number of children with disabilities in the jurisdiction of the LEA, and multiplied by the number of children with disabilities participating in the each participating Title I Schoolwide building.	<input type="checkbox"/>
5. Budget - Include the cost for instructional paraprofessionals on the instruction purpose code line. Non-instructional support services personnel costs should be entered on the support services purpose code line.	<input type="checkbox"/>
6. Budget - Create/Adjust Fiscal Resource to align with the budget.	<input type="checkbox"/>
7. Budget - Align Goals/Performance Measures, Strategies to the budget purpose code lines.	<input type="checkbox"/>
8. Budget - If PD is one of the selected activities in any of the grants in the pool, an appropriate amount is reflected on the professional development purpose code line.	<input type="checkbox"/>
9. Budget/Budget Details - Include Title I set-aside requirements, IDEA Early Intervening Redirection, etc. on the regular individual grant budgets.	<input type="checkbox"/>
10. ***Budget Details - Complete the budget details pages for the individual grants that are part of the pool, except for FTEs.	<input type="checkbox"/>

10. Title I Delinquent Budget and Budget Details Pages

	ISSUES
1. Budget - Align budget to Budget Details Program Activities.	<input type="checkbox"/>
2. Budget - Include the cost for instructional paraprofessionals on the instruction purpose code line. Non-instructional support services personnel costs should be entered on the support services purpose code line.	<input type="checkbox"/>
3. Budget - Indicate the funding source for fringe salaries benefits in the CCIP History Log. If the district plans to include benefits later or use carry over to help with benefits, it is recommended that benefits or fixed charges be included in the budget at the beginning of the year to document intent and establish a Substantially Approved Date to obligate funds.	<input type="checkbox"/>
4. Budget - Governance/Administration exceeds recommended maximum of 5% of the total allocation/reallocations, not to include carryover. See Help link.	<input type="checkbox"/>
5. Budget Details - Complete Budget Details Page.	<input type="checkbox"/>
6. Budget Details - Correct FTE.	<input type="checkbox"/>
7. Budget Details - If transition services have been selected under Program Area, provide details on the type of transition services that will be provided to neglected or at-risk students receiving education from the LEA. The only exemption is if more than 30% of the students in the institution school will reside outside the boundaries of the district, which must be outlined in the LEAs formal agreement(s) with the institution(s).	<input type="checkbox"/>
8. ***Title I District/Institution Agreement Details - Enter information regarding the formal agreement(s) your LEA has with institutions receiving services under Title I Delinquent.	<input type="checkbox"/>
9. Title I Delinquent District/Institution Agreement Details - Indicate the primary service provider. If Other is indicated, complete the organization information.	<input type="checkbox"/>
10. Title I Delinquent District/Institution Agreement Details - Needs Assessment: Enter a description of the Institution's average youth population (include average length of stay, youth age and gender, etc.).	<input type="checkbox"/>
11. Title I Delinquent District/Institution Agreement Details - Enter a description of the Institution's program and any factors about the youth residents that might impact student learning and/or ability to meet program objectives.	<input type="checkbox"/>
12. Title I Delinquent District/Institution Agreement Details - Enter a summary of previous and/or current year assessment data for youth residents' performance in reading and mathematics. (Include name of assessment.)	<input type="checkbox"/>
13. Title I Delinquent District/Institution Agreement Details - Enter a description of how the facility involves parents in the educational achievement of their children.	<input type="checkbox"/>
14. Title I Delinquent District/Institution Agreement Details - Indicate program objectives for youth participants (check one or more).	<input type="checkbox"/>
15. Title I Delinquent District/Institution Agreement Details - Services Provided: Indicate the location where services are being provided.	<input type="checkbox"/>
16. Title I Delinquent District/Institution Agreement Details - Services Provided: Enter an overview of the supplementary services and program objectives for the youth participants.	<input type="checkbox"/>
17. Title I Delinquent District/Institution Agreement Details - Services Provided: List the multiple measures used to monitor student progress toward objectives.	<input type="checkbox"/>
18. Title I Delinquent District/Institution Agreement Details - Services Provided: Identify the subject and estimated number of hours of programming for each position.	<input type="checkbox"/>
19. Title I Delinquent District/Institution Agreement Details - Agreement: Enter the agreement meeting date.	<input type="checkbox"/>
20. Title I Delinquent District/Institution Agreement Details - Agreement: Enter the names and titles of all meeting attendees.	<input type="checkbox"/>
21. Upload the contract/service agreement/s between the district and institution or facility. The formal agreement must be signed by the facility, district and third-party provider, if applicable. Formal agreement must reflect the school year for the funding application.	<input type="checkbox"/>

11. Title I Neglected Budget and Budget Details Pages

	ISSUES
1. Budget - Align budget to Budget Details Program Activities.	<input type="checkbox"/>
2. Budget - Include the cost for instructional paraprofessionals on the instruction purpose code line. Non-instructional support services personnel costs should be entered on the support services purpose code line.	<input type="checkbox"/>

3. Budget - Indicate the funding source for fringe salaries benefits in the CCIP History Log. If the district plans to include benefits later or use carry over to help with benefits, it is recommended that benefits or fixed charges be included in the budget at the beginning of the year to document intent and establish a Substantially Approved Date to obligate funds.	<input type="checkbox"/>
4. Budget - Governance/Administration exceeds recommended maximum of 5% of the total allocation/reallocations, not to include carryover. See Help link.	<input type="checkbox"/>
5. Budget Details - Complete Budget Details Page.	<input type="checkbox"/>
6. Budget Details - Correct FTE.	<input type="checkbox"/>
7. Budget Details - If transition services have been selected under Program Area, provide details on the type of transition services that will be provided to neglected or at-risk students receiving education from the LEA. The only exemption is if more than 30% of the students in the institution school will reside outside the boundaries of the district, which must be outlined in the LEAs formal agreement(s) with the institution(s).	<input type="checkbox"/>
8. Budget Details - Select the appropriate program areas, grade grouping, and methods of delivery being provided.	<input type="checkbox"/>
9. *** Title I Neglected District/Institution Agreement Budget Details - Enter information regarding the formal agreement(s) your LEA has with institutions receiving services under Title I Neglected. ALL questions/sections should be completed and answered in the District/Institution Agreement page with information for the upcoming school year services and agreements.	<input type="checkbox"/>
10. Title I Neglected District/Institution Agreement Details - Indicate the primary service provider. If Other is indicated, complete the organization information.	<input type="checkbox"/>
11. Title I Neglected District/Institution Agreement Details - Needs Assessment: Enter a description of the Institution's average youth population (include average length of stay, youth age and gender, etc.).	<input type="checkbox"/>
12. Title I Neglected District/Institution Agreement Details - Program: Enter a description of the Institution's program and any factors that impact student learning and/or ability to meet program objectives.	<input type="checkbox"/>
13. Title I Neglected District/Institution Agreement Details - Enter a summary of the previous and/or current year assessment data for youth residents' performance in reading and mathematics. (Include name of assessment.)	<input type="checkbox"/>
14. Title I Neglected District/Institution Agreement Details - Enter a description of how the facility involves parents in the educational achievement of their children.	<input type="checkbox"/>
15. Title I Neglected District/Institution Agreement Details - Indicate program objectives for youth participants (check one or more).	<input type="checkbox"/>
16. Title I Neglected District/Institution Agreement Details - Services Provided: List the multiple measures used to monitor student progress toward objectives.	<input type="checkbox"/>
17. Title I Neglected District/Institution Agreement Details - Services Provided: Identify the subject and estimated number of hours of programming for each position.	<input type="checkbox"/>
18. Title I Neglected District/Institution Agreement Details - Enter the agreement meeting date.	<input type="checkbox"/>
19. Title I Neglected District/Institution Agreement Details - Enter the names and titles of all meeting attendees.	<input type="checkbox"/>
20. Upload the contract/service agreement/s between the district and institution or facility. The formal agreement must be signed by the facility, district and third-party provider, if applicable. Formal agreement must reflect the school year for the funding application.	<input type="checkbox"/>

12. Title I-C Migrant Education Budget and Budget Details Pages

ISSUES

1. Budget - Align Goals/Performance Measures, Strategies to the budget purpose codes.	<input type="checkbox"/>
2. Budget - Create/Adjust Fiscal Resource to approximate the total budget.	<input type="checkbox"/>
3. Budget - Align budget to Budget Details Program Activities.	<input type="checkbox"/>
4. Budget - Include the cost for instructional paraprofessionals on the instruction purpose code line. Non-instructional support services personnel costs go on the support services purpose code line.	<input type="checkbox"/>
5. Budget - Indicate the funding source for salary fringe benefits in the CCIP History Log. If the district plans to include benefits later or use carry over to pay for benefits, it is recommended that benefits or fixed charges be included in the budget at the beginning of the year to document intent and establish a Substantially Approved Date to obligate funds.	<input type="checkbox"/>
6. Budget - Governance/Administration exceeds recommended maximum of 5% of the total allocation/reallocations, not to include carryover. See Help link.	<input type="checkbox"/>
7. Budget - Purchased Services: Explain purchased services in the CCIP History Log or appropriate strategy.	<input type="checkbox"/>
8. Budget Details - Complete Budget Details Page.	<input type="checkbox"/>
9. Budget Details - Enter the projected number of staff, enrollment, and FTEs for Summer and Fall Programs.	<input type="checkbox"/>
10. Budget Details - Enter the core areas and grade grouping being served.	<input type="checkbox"/>
11. Budget Details - Indicate the type of program(s) and the start and end dates for the program(s).	<input type="checkbox"/>
12. Budget Details - Check the Conflict of Interest Assurance.	<input type="checkbox"/>
13. Budget Details - Align the purchased services amounts with the Budget.	<input type="checkbox"/>
14. Budget Details - Explain how, in planning, implementing and evaluating programs and projects assisted under this part, you will ensure that the special educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed.	<input type="checkbox"/>

13. Title II-A Supporting Effective Instruction, Budget/Budget Details/Nonpublic Pages

ISSUES

1. Budget - Align Goals/Performance Measures, Strategies (including nonpublic) to the budget purpose code lines.	<input type="checkbox"/>
2. Budget - Create/Adjust Fiscal Resource to approximate the total budget.	<input type="checkbox"/>
3. Budget - Align budget to Budget Details Program Activities.	<input type="checkbox"/>
4. Budget - Indicate the funding source for salary fringe benefits in the CCIP History Log.	<input type="checkbox"/>
5. Budget - Governance/Administration exceeds the recommended maximum of 5% of the total allocation/reallocations, not to include carryover. See Help link.	<input type="checkbox"/>
6. ***Budget Details - Complete the Budget Details Page.	<input type="checkbox"/>
7. Budget Details- Complete assurances and grade level(s) and school(s) where Class Size Reduction is(are) placed.	<input type="checkbox"/>
8. Budget Details - Complete the section for class size reduction explaining how the district determined the class size reduction teacher is an effective teacher and how the district the monitor to assure that the teacher continues to remain effective.	<input type="checkbox"/>
9. Budget Details - Enter an FTE in the appropriate FTE box since hiring of properly licensed teachers for evidence-based class size reduction is checked under allowable activities. If carry over is planned to be added to instructional salary later, include the projected amount in with the original FTE. See Help link.	<input type="checkbox"/>
10. Budget Details - Enter an FTE if employing a coach with II-A funds. The same applies for the nonpublic if applicable.	<input type="checkbox"/>
11. Budget Details - Enter the FTE for Gov. in the textbox. (5% limit for Gov/Admin. for federal funds.	<input type="checkbox"/>
12. Budget Details - Enter the dollar amount of Professional Development Salaries/Fringes for substitutes and stipends for PD.	<input type="checkbox"/>
13. Budget Details - Select the program activities for public and non-public to align program activities to budget.	<input type="checkbox"/>
14. Budget Details - Select hiring properly licensed teachers to reduce class size that is evidence-based under allowable activities to align with the budgeted salaries and FTE.	<input type="checkbox"/>
15. Budget Details - Select appropriate purchased services activities that support the budget or if selecting "other" provide description in textbox provided.	<input type="checkbox"/>
16. Budget Details - Enter a description of the professional development supplies and capital outlay in the designated section. Include NP PD supplies if applicable.	<input type="checkbox"/>
17. Budget/Budget Details - Adjust or provide an explanation in the History Log if the Professional Development (PD) supplies exceed 10% of the total amount budgeted on the PD purpose code line.	<input type="checkbox"/>
18. Budget Details - Identify the name of the third-party nonpublic provider in the space provided, if applicable.	<input type="checkbox"/>
19. Budget Details - Provide a description of "other" nonpublic purchased services in the space provided, if applicable.	<input type="checkbox"/>
20. Budget Details - If using the Transferability option to one of the applicable grants, complete the appropriate sections on the II-A Budget Details page and provide the equitable share to the nonpublic, if applicable.	<input type="checkbox"/>
21. Nonpublic School Service Page - Select Yes or No if services are being provided. If a nonpublic school generated an equitable service amount and the district has marked NO to "Are Services Provided", the consultant should enter a note that says "CCIP and NPDS must be brought into alignment. Please contact Chantelle Carter, Nonpublic Ombudsman Chantelle.Carter@education.ohio.gov"	<input type="checkbox"/>

14. Title III English Learner (EL)/Immigrant Budget/Budget Details Pages

ISSUES

1. Budget - Align Goals, Strategies to the budget purpose code lines. Recommend English Language Acquisition strategy and/or action step in plan.	<input type="checkbox"/>
2. Budget - Needs Assessment must reflect EL data.	<input type="checkbox"/>
3. Budget - Create/Adjust Fiscal Resource to approximate the total budget.	<input type="checkbox"/>
4. Budget - Indicate the funding source for salary fringe benefits in the CCIP History Log. If the district plans to include benefits later or use carry over to pay for benefits, it is recommended that benefits or fixed charges be included in the budget at the beginning of the year to document intent and establish a Substantially Approved Date to obligate funds .	<input type="checkbox"/>
5. Budget - Governance/Administration exceeds recommended maximum of 2% of the total allocation/reallocations, not to include carryover. See Help link.	<input type="checkbox"/>
6. Budget - Enter nonpublic allocation from Nonpublic Services page on Nonpublic purpose code line.	<input type="checkbox"/>
7. Budget:- Districts that receive over Title III funds over \$10,000.00 should budget funds in all three required areas for Title III activities: Supplemental Instructional Supports, Professional Development, and Parent Engagement.	<input type="checkbox"/>
8. ***Budget Details - Title III consortia fiscal agents must complete the full Budget Details page.	<input type="checkbox"/>
9. Budget Details - Title III Consortia fiscal agents MUST upload their MOUs/Contracts with their consortium members signatures.	<input type="checkbox"/>
10. ***Budget Details - District and community schools who contribute to Title III consortia only need to complete the items with an asterisk.	<input type="checkbox"/>
11. Budget Details - Part 1: Providing Effective Programs and Activities for English Learners - Programs of Instruction for ELs - this data is required for CSPR so must be completed, along with the languages used other than English.	<input type="checkbox"/>
12. Budget Details - Please Estimate how many additional ESL/Bilingual education endorsed teachers will be needed for the succeeding 5 fiscal years - another CSPR required data and a numerical value is required - could be "0" if none is needed.	<input type="checkbox"/>
13. Budget Details - Select appropriate purchased services activities that support the budget or explain in other.	<input type="checkbox"/>
14. Budget Details - Align Program activities to budget.	<input type="checkbox"/>

15. Budget Details - Enter or correct Full Time Equivalencies (FTEs) for all federally funded personnel. ***If carry over is planned to be added to instructional salary later, include the projected amount in with the original FTE.	<input type="checkbox"/>
16. Budget Details - EL: Select an activity under each required section and provide descriptions in appropriate text boxes.	<input type="checkbox"/>
17. Budget Details - Nonpublic ELs Services: Briefly describe how the Nonpublic Equitable Services will be delivered.	<input type="checkbox"/>
18. Budget Details - Immigrant: Select an activity under each required section and provide descriptions in appropriate text boxes.	<input type="checkbox"/>
19. ***Nonpublic School Service Page - Total amount budgeted on the Nonpublic purpose row on the Title III budget page must be equal to the Nonpublic Service Amount grant total generated in the nonpublic school service page.	<input type="checkbox"/>
20. Nonpublic School Service Page - Select Yes or No if services are being provided. If a nonpublic school generated an equitable service amount and the district has marked NO to "Are Services Provided", the consultant should enter a note that says "CCIP and NPDS must be brought into alignment. Please contact Chantelle Carter, Nonpublic Ombudsman Chantelle.Carter@education.ohio.gov"	<input type="checkbox"/>

15. Title IV-A, Student Support and Academic Achievement, Budget/Budget Details/Nonpublic School Pages

	ISSUES
1. Budget - Align Goals, Strategies, and Fiscal Resources to the budget purpose code lines.	<input type="checkbox"/>
2. Budget - Indicate the funding source for salary fringe benefits in the CCIP History Log. If the district plans to include benefits later or use carry over to pay for benefits, it is recommended that benefits or fixed charges be included in the budget at the beginning of the year to document intent and establish a Substantially Approved Date to obligate funds.	<input type="checkbox"/>
3. Budget - Governance/Administration exceeds maximum of 2% of the total allocation/reallocations, not to include carryover.	<input type="checkbox"/>
4. Budget: Ensure the amount budgeted on the Nonpublic line is equal to the required service amount of the Nonpublic School Service page.	<input type="checkbox"/>
5. Budget Details - Complete the Consultation, Distribution of Funds, Program Objectives, and Partnerships subsections.	<input type="checkbox"/>
6. Budget Details - Complete the Program Evaluation- enter a rating for each area that was funded in the prior year.	<input type="checkbox"/>
7. Budget Details - Complete the Breakdown of LEA activities. The total of these three cells should be equal to the Title IV-A Allocation (Allocated + Reallocated + Transfers In - Transfers Out). For an LEA that receives \$30,000 or more on the Allocation, at least 20% of the total allocation must be used to support activities in section 4107, at least 20% of the total allocation must be used to support activities in section 4108, and at least some funds must be used to support activities in section 4109. For an LEA that receives less than \$30,000 on the Allocation, a dollar amount used to support Title IV-A activities must be present in at least one cell.	<input type="checkbox"/>
8. ***Budget Details - Select at least one activity in Section I, II and III if receiving more than \$30,000. If less than \$30,000, select at least one activity from Section I, II or III.	<input type="checkbox"/>
9. Budget Details - Funds budgeted for educational technology infrastructure exceeds the allowable percentage.	<input type="checkbox"/>
10. Budget Details: Enter or correct Full Time Equivalency (FTEs) for all federally funded personnel.	<input type="checkbox"/>
11. Budget Details: Select appropriate purchased services activities that support the budget or explain in "other".	<input type="checkbox"/>
12. 11. Budget Details - Complete the description of nonpublic equitable services.	<input type="checkbox"/>
13. Nonpublic School Service Page - Select Yes or No if services are being provided. If a nonpublic school generated an equitable service amount and the district has marked NO to "Are Services Provided", the consultant should enter a note that says "CCIP and NPDS must be brought into alignment. Please contact Chantelle Carter, Nonpublic Ombudsman Chantelle.Carter@education.ohio.gov"	<input type="checkbox"/>

16. Title V-B Rural and Low Income Budget/Budget Details Pages

	ISSUES
1. Budget - Align Goals/Performance Measures, Strategies to the budget purpose codes.	<input type="checkbox"/>
2. Budget - Create/Adjust Fiscal Resource to approximate the total budget.	<input type="checkbox"/>
3. Budget - Align budget to Budget Details Program Activities.	<input type="checkbox"/>
4. Budget - Indicate the funding source for salary fringe benefits in the CCIP History Log.	<input type="checkbox"/>
5. Budget - Governance/Administration exceeds recommended maximum of 5% of the total allocation/reallocations, not to include carryover. See Help link.	<input type="checkbox"/>
6. Budget - Include the cost for instructional support personnel on the instruction purpose code line. Non-instructional support services personnel costs should be entered on the support services purpose code line.	<input type="checkbox"/>
7. Budget Details - Select appropriate purchased services activities that support the budget or explain in other.	<input type="checkbox"/>
8. Budget Details - Complete Budget Details Page.	<input type="checkbox"/>
9. Enter FTEs or correct FTE. See Help link.	<input type="checkbox"/>
10. Budget Details - Align Program activities to budget.	<input type="checkbox"/>

17. IDEA-B Budget/Budget Details/Redirection/Nonpublic School Services Pages

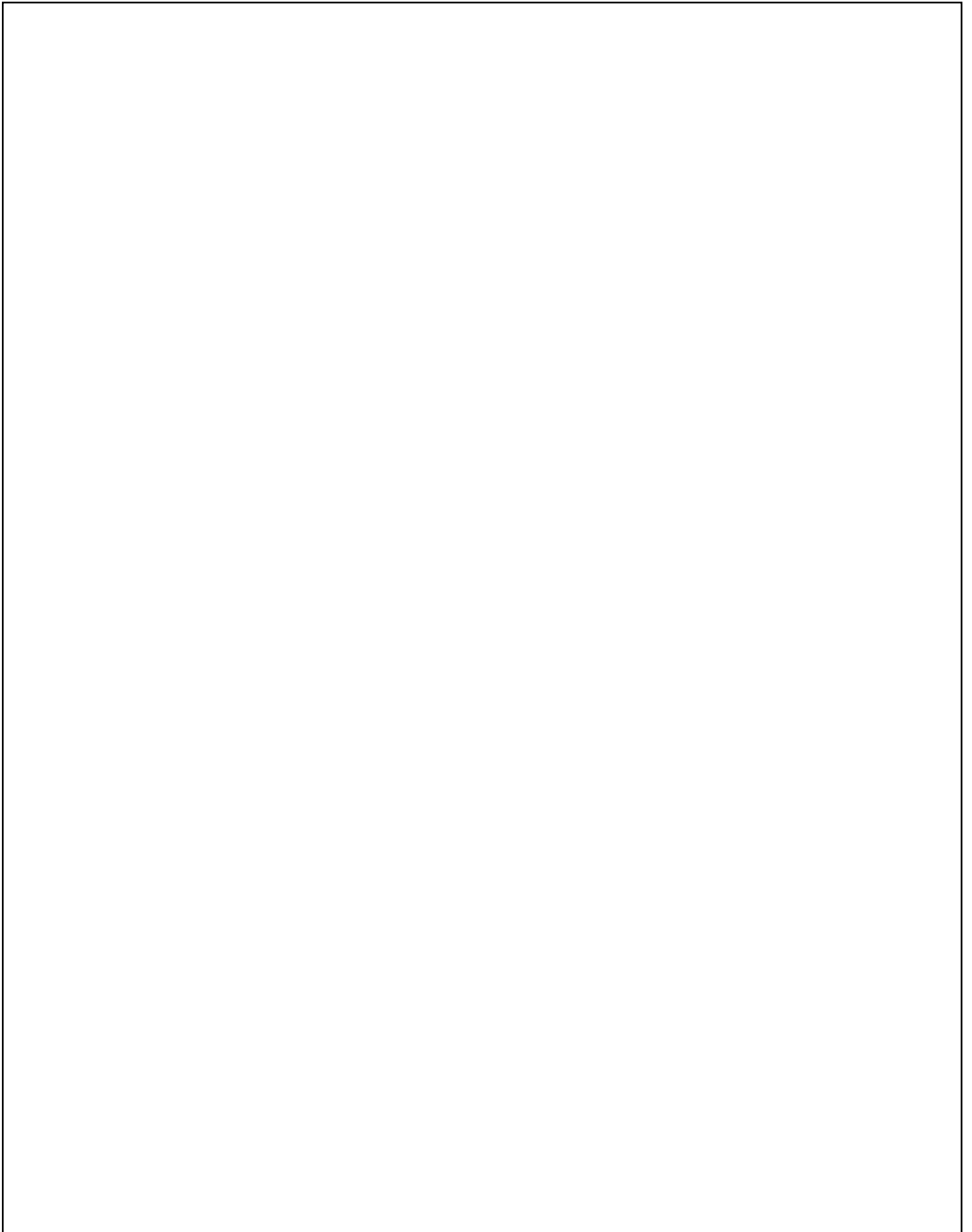
	ISSUES
1. Budget - Action step/s are linked to the fund in the One Plan for Cohort 2 and 3 districts.	<input type="checkbox"/>
2. Budget - Indicate the funding source for salary fringe benefits in the CCIP History Log if no fringes are budgeted with salaries.	<input type="checkbox"/>

3. Budget - Include the cost for instructional support personnel on the instruction purpose code line. Non-instructional support services personnel costs should be entered on the support services purpose code line.	<input type="checkbox"/>
4. ***Budget - Enter nonpublic allocation from Nonpublic Schools Services page on Nonpublic purpose code line. Note: Districts are required to budget the proportionate share for in-district nonpublic services on the nonpublic purpose code line even if a nonpublic indicates that it is not participating. (The proportionate share amount shows on the Nonpublic Schools Service Page.)	<input type="checkbox"/>
5. ***Budget - If funds are budgeted for Capital Outlay/Facilities for the purpose of construction or renovation of a school facility, a Request for Construction Approval form must be completed and submitted to the Office for Exceptional Children prior to IDEA budget approval. See the Doc Library - Consolidated Application - IDEA - Forms for the request for Construction Approval guidance doc and form. https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=84610	<input type="checkbox"/>
6. Budget Details/Redirection- If the district is required to provide CCEIS, then the district should address disproportionality in their Self-Review Summary Report, Improvement Plan, and the One Plan. Details are found in the Comprehensive, Coordinated Early Intervening Services page.	<input type="checkbox"/>
7. ***Budget Details/Redirection - Mandated 15% Early Intervening Services- An LEA is mandated to implement a CCEIS program if it is notified by OEC that the LEA was determined to be disproportionate. 15% of the total IDEA Part B allocation must be redirected for this use. Districts must enter the correct amount into the Mandated Early Intervening box or receive an error. The LEA is to determine the use of the funds and the preliminary count of current year targeted students to be served must be entered.	<input type="checkbox"/>
8. ***Budget Details/Redirection - Mandated 15% Early Intervening Services- The LEA is mandated to implement a CCEIS program as indicated on the budget details page next to "15% Early Intervening Services" textbox at top of page. This means that 15% of the total IDEA Part B allocation must be redirected for this use. Districts must enter the correct amount into the Mandated Early Intervening box or application may not be approved. The LEA must complete the Early Intervening section at the top of the page including indicating the use of the funds, the preliminary count of current year targeted students to be served, and prior year early intervening student data if appropriate.	<input type="checkbox"/>
9. ***Budget Details/Redirection -Mandated Early Intervening Services student reporting requirements - An LEA that is mandated to provide early intervening services must provide the preliminary count of current year targeted students to be served. If a count of Prior Year Identified Early Intervening students is entered, refer to the prior one or two-year Budget Details/Redirection page to assure that CEIS was provided in the prior year(s). If not, then a correction is required before approval. [JS1]Is there a warning that fires if a district budgets money but does not enter student counts, or vice versa?	<input type="checkbox"/>
10. Budget Details/Redirection Page: Voluntary CEIS: A district may opt to redirect 15% of the total IDEA Part B allocation to PD or program service intervention. If voluntarily redirecting funds, as indicated by the entry of a dollar amount, a preliminary count of current year targeted students must be entered. If a target population count is entered, a dollar amount reserved for early intervening must be entered. If a count of Prior Year identified Early Intervening students is entered, refer to the prior one or two-year Budget Details/Redirection page to assure that CEIS was provided in the prior year(s). If not, then a correction is required before approval. Please correct prior year data.	<input type="checkbox"/>
11. Budget Details/Redirection - A district may opt to use the allowable replacement of local funds provision in IDEA by indicating on the redirection page the amount the district is going to use to replace local funds. If no amount is entered, then input a zero.	<input type="checkbox"/>
12. Budget Details/Redirection - Maintenance of Fiscal Support - Enter the budgeted amount of State and Local financial support the district will use for special education and related services for children with disabilities this current school year. The amount must be at least as much as the most recent prior year Maintenance of Effort amount.	<input type="checkbox"/>
13. Budget Details/Redirection - Maintenance of Fiscal Support WARNING Message- The district has entered an amount below their MOE from the previous year. The federal programs consultant has contacted the Office for Exceptional Children for approval of the lower amount. The application will remain on "hold" status until the federal programs consultant has received confirmation of approval from the Office for Exceptional Children.	<input type="checkbox"/>
14. Budget Details/Redirection - Select appropriate purchased services activities that support the budget or explain in other.	<input type="checkbox"/>
15. Budget Details/Redirection: The district must check the assurance that a plan has been submitted to the SEA meet the each of the conditions in 34 CFR 300.201 through 300.213.	<input type="checkbox"/>
16. Budget Details/Redirection: Complete the Special Education District Contact section.	<input type="checkbox"/>
17. IDEA Comprehensive Early, Coordinated Intervening Services Plan - The budget narrative for CCEIS must be completed.	<input type="checkbox"/>
18. IDEA Comprehensive Early, Coordinated Intervening Services Plan - At least one activity must be selected for district's CCEIS plan.	<input type="checkbox"/>
19. IDEA Comprehensive Early, Coordinated Intervening Services Plan - The mandated CCEIS plan must be reviewed and approved by the Office for Exceptional Children. The plan is on hold until a HL note has been added by this office indicating that the plan is approved.	<input type="checkbox"/>
20. IDEA Comprehensive Early, Coordinated Intervening Services Plan - The total amount budgeted for CCEIS must be equal to the amount on the budget details page and 15% of the IDEA original allocation. (including both IDEA Part B Special Education funds and IDEA Early Childhood Special Education funds). The amount budgeted into the budget grid must be supported in the full IDEA Part B budget. Example: If the CCEIS page shows funds budgeted for professional development, the full Part B budget grid must show at least that much budgeted for that purpose.	<input type="checkbox"/>
21. Nonpublic School Service Page - Select Yes or No if services are being provided. The Proportionate Share amount must be budgeted in this Nonpublic Schools Service line of the Part B budget grid.	<input type="checkbox"/>

18. Early Childhood Special Education, IDEA Budget/Budget Details Pages

ISSUES

1. Budget - Align Goals/Performance Measures, Strategies to the budget purpose codes.	<input type="checkbox"/>
2. **Budget - Create/Adjust Fiscal Resource to approximate the total budget.	<input type="checkbox"/>
3. Budget - Indicate the funding source for salary fringe benefits in the CCIP History Log.	<input type="checkbox"/>
4. Budget - Explain the large amount for supplies and equipment in the appropriate strategy or CCIP Log.	<input type="checkbox"/>
5. Budget - Include the cost for instructional support personnel on the instruction purpose code line. Non-instructional support services personnel costs should be entered on the support services purpose code line.	<input type="checkbox"/>
6. Budget Details - Select appropriate purchased services activities that support the budget or explain in other.	<input type="checkbox"/>



History Log

Promise Academy (000936) - Cuyahoga County - 2025 - School Improvement and Support Grants - Rev 0 - History Log

There are 7 status/comments. Displaying page: 1 of 1

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/11/2024 2:34:26 PM	Delavan, Katharine	Status changed to 'Final Approved'.	S
	7/11/2024 1:18:17 PM	Myree, Jennifer	Status changed to 'Consultant Reviewed'.	S
	6/28/2024 5:21:08 PM	Jaroscak, Jeffrey	Status changed to 'Authorized Representative Approved'.	S
	6/28/2024 12:51:58 PM	Beshara, Kamlie	Status changed to 'Fiscal Representative Approved'.	S
	6/28/2024 12:22:53 PM	Byrne, Alexandra	Status changed to 'Draft Completed'.	S
	6/27/2024 11:26:59 AM	Byrne, Alexandra	Status changed to 'Draft Started'.	S
	6/11/2024 12:36:54 AM	System	Status changed to 'Not Started'.	S

Create Comment

Promise Academy (000936) - Cuyahoga County - 2025 - School Improvement and Support Grants - Rev 0 - History Log

Go To 

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Comment




Check Spelling

of 4000 characters

Send Email
to CCIP
Contacts

Allocations

Promise Academy (000936) - Cuyahoga County - 2025 - School Improvement and Support Grants - Rev 0 - Allocations

	(1)	T1-SSI (2)	EDECNC	Total
Original			65,940.18	215,116.62
Incoming Carryover	0.00	0.00	0.00	0.00
Outgoing Carryover	0.00	0.00	0.00	0.00
Reallocated	0.00	0.00	0.00	0.00
Additional	0.00	0.00	0.00	0.00
Released	0.00	0.00	0.00	0.00
Consortium	0.00	0.00	0.00	0.00
Forfeited	0.00	0.00	0.00	0.00
FER Released	0.00	0.00	0.00	0.00
MOE Reduction	0.00	0.00	0.00	0.00
Total	149,176.44	149,176.44	65,940.18	215,116.62
			EDECNC	Total
From T1-SSI	0.00			0.00
From EDECNC			0.00	0.00
Total	149,176.44	149,176.44	65,940.18	215,116.62

Budget

Promise Academy (000936) - Cuyahoga County - 2025 - School Improvement and Support Grants - Rev 0 - Title-I Non-competitive, Supplemental School Improvement

U.S.A.S. Fund #: 536
 Plus/Minus Sheet (Opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		118,759.60	13,063.56	0.00	0.00	0.00	0.00	131,823.16
Prof Development		0.00	0.00	10,000.00	0.00	0.00	0.00	10,000.00
Family/Community		0.00	0.00	0.00	7,353.28	0.00	0.00	7,353.28
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		118,759.60	13,063.56	10,000.00	7,353.28	0.00	0.00	149,176.44
Adjusted Allocation								149,176.44
Remaining								0.00

Budget Details

Promise Academy (000936) - Cuyahoga County - 2025 - School Improvement and Support Grants - Rev 0 - Title-I Non-competitive, Supplemental School Improvement

1. Target Area - Please select the target area(s) the identified building(s) in this application is(are) choosing:

a. High-Quality Instructional Materials

Training Materials including Software and Licenses

Purchase of content area materials

b. Graduation and Career Pathways

c. Student Achievement

Teachers or Tutors for supplemental instruction outside of core academic periods

Instructional paraprofessionals (who meet Title I requirements) for supplemental instruction periods

Other: Explain

d. School-based Wellness Programs

Counselor or Social Worker for Whole Child Support or Trauma-Informed Care

Other: Explain

e. Career and Technical Education

f. Hiring New Positions

g. Family and Community Engagement

Parenting Skills Training

Family Literacy Training

Family Community Resource Coordinators

Other: Explain

Describe how these activities will be sustainable and how staff will be involved in the training. Explain how this will increase the capacity of staff to engage with the families of students
Funds will be used for a Family Engagement Coordinator's salary who is responsible for connecting students with resources and developing plans to minimize barriers to attendance. The coordinator and all staff will participate in PD around trauma informed practices, de-escalating situations, and increasing student safety.

h. Differentiated Learning

i. Literacy

Literacy Coaches

Literacy Tutors (from the Ohio High-Quality Tutoring Program Vendor Directory)

Purchase reading intervention materials or

Provide literacy training for educators

Other: Explain

2. Evidence-Based Strategy

a. The school must identify at least one specific evidence-based strategy that is classified as Level 1, 2 or 3 per ESSA and identify the name of the specific level of evidence chosen.

Level 1: Strong Evidence

Level 2: Moderate Evidence

Level 3: Promising Evidence

b. Explain how the applicant determined the intervention selected meets Level 1 ("Strong"), Level 2 ("Moderate") or Level 3 ("Promising") level of evidence.

Attendance Leadership Team- Create an Attendance Leadership Team made up of diverse stakeholders to devise and revise the school's attendance intervention system. The team should participate in the elements below to create the system, and then meet regularly to analyze data, evaluate effectiveness of interventions, focus resources and develop additional interventions as needed. Ensure that the Attendance

Leadership Team has access to information about best practices and evidence-based interventions. Tier 2 Intervention- Establish a contact person at school to regularly check in with the student. This is in the form of building a closer, more personal relationship with the student; exploring the sources of the student's disengagement from school; and checking in daily with the student and giving that student immediate feedback. This also includes calling the student each day the student is absent to communicate that the student was missed and to ask the reason for nonattendance. Level 3 ESSA Rating provided by Colorado Department of Education

c. Provide an explanation of how the evidence-based strategies included in the application align to the school's needs assessment and project goals. The explanation should at least explain how the selected strategies are appropriate based on grade level, student needs and content area addressed by the strategy.

The main barrier to student achievement at Promise is inconsistent attendance. Many of our students will "come and go" throughout the year due to a variety of reasons. We have selected to create an Attendance Intervention Team who is responsible for analyzing student attendance data and working with the families to develop a plan to increase attendance. The Family Engagement Coordinator is a designated adult who builds relationships with students and families and the Attendance Coordinator is responsible for all attendance reporting, tracking, and compliance.

3. Alignment with the One Plan and One Needs Assessment

Please provide the Goal title and Strategy title from the LEA's or School's One plan that this funding is tied to

Example: LEA One Plan - Goal #1, Strategy #2

Goal #1- Attendance Strategy #1- School Climate and Supports

4. Anticipated Impact for Students and Adults

a. Identify and explain at least two anticipated student outcomes for this grant. The structure of the goal should follow the SMART goals format. By 06/30/2025 we will improve the performance of All Students, Ninth Grade, Tenth Grade, Eleventh Grade, Twelfth Grade students at/in Promise Academy to increase 10.00 % in Attendance using State Report Card - Indicators Met. By 06/30/2025 students will participate in attendance data tracking to increase their level of awareness, as measured by data tracking measures.

b. Identify and explain at least two adult implementation goals or indicators for this grant. The structure of the goal should follow the SMART goals format.

By 6/30/25, we will Identify an outside partner to provide the social emotional learning experiences and deliver social work related interventions at the Tier 3 level as measured by purchased services contracts or staff roster By 06/30/25, the Attendance Intervention Team will create student attendance intervention plans for chronically absent students as measured by plan documentation.

5. Local Educational Agency (LEA) Requirements (ESSA 1003(e) / ESEA 1111(d))

a. Describe how the LEA will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the LEA will partner for grant activities.

Partners may include social emotional learning experiences, social worker, school psychologist, and other mental health providers. All

providers must have current state required licensure and a history of working with youth. If a provider is not meeting the expectations set in the contract/ job description, they will be put on a corrective action plan or terminated.

b. Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with these funds (supplement not supplant).

Other federal funds are used for PD for teachers to increase awareness on trauma informed teaching which impacts many of our students. If we did not have funds from this grant we would not be able to support the position of Engagement Coordinator or Attendance Coordinator

c. Describe how the LEA will modify practices and policies to provide operational flexibility that enables full and effective implementation of the school improvement plans, as appropriate.

Should the current practices and policies inhibit the ability for the Attendance Intervention Team to be successful, the Leadership Team will review and make adjustments accordingly.

d. Please provide a description of how the LEA will monitor the school(s) receiving these funds.

NA

6. FTEs Paid with Title I Non-Competitive, Supplemental School Improvement Funds (direct and/or contract services)

<p>1 Teachers, tutors or instructional paraprofessionals for Supplemental Learning that support and do not replace core instruction: such as before school, after school or summer programs, or for supplemental courses or periods within the school day</p>	<p>Describe Title/Position: Para</p>	<p>Building(s) employed: Promise Academy</p>
<p>2 Support Services, such as a counselor or social worker for Whole Child Support or Trauma-Informed care</p>	<p>Describe Title/Position: Attendance Coordinator and Family Engagement Coord</p>	<p>Building(s) employed: Promise Academy</p>
<p>0.6 Academic/Data Coach</p>	<p>Describe Title/Position:</p>	<p>Building(s) employed: Promise Academy</p>
<p>Professional Development</p>	<p>Describe Title/Position:</p>	<p>Building(s) employed:</p>

Family and Community	Describe Title/Position:	Building(s) employed:
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7. Purchased Services - Amounts paid for supplemental personal services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services

Properly Licensed Teachers/Tutors	Instructional materials
ESEA Qualified Instructional Paraprofessional	Equipment/Hardware
Software/License	Other Purchased Services

Support Services Purchased Services

Counselor	Data or Academic Coach
Data Analysis	Social Worker
Other Purchased Services	

Professional Development Purchased Services

Stipends	PD Coach
10,000.00 Consultant	Substitute Teachers (to allow for professional development)
Training Materials (Software/Licenses)	Travel Mileage/Meeting Expense (to allow for professional development)
Other Purchased Services	

Family and Community Engagement Purchased Services

Sustained Parenting Skills Training	Sustained Family Literacy Training
Resource Coordinator	Other Purchased Services

8. Support Services

Data Coach/Coaches

Academic Coach/Coaches

Data Analysis Services

Counselor or Social Worker for Whole Child Support or Trauma-Informed Care

Other: Explain Attendance Coordinator and Family Engagement Coord

9. High-Quality Professional Development

Professional Development Coaches

Training Materials including Software and Licenses

Substitute Teachers to Allow for Professional Development

Travel Mileage/Meeting Expenses to Allow for Professional Development

Stipend(s) for Professional Development

Other: Explain

10. Supplies and Capital Outlay - The maximum recommended amount is 30% of the allocation for the sum of supplemental Supplies and Capital Outlay. Describe purchases in Supplies (500) and Capital Outlay (600).

Supplies - Provide an explanation that outlines how the funds are being spent for supplies.

Supplies will be used to provide materials to families regarding school programming, impact of attendance, and resources available to students and families

Capital Outlay - Provide an explanation that outlines how the funds are being spent for capital outlay.

ASSURANCES

Districts and schools relinquish the rights to Title-I Non-Competitive, Supplemental School Improvement funds for the remainder of the fiscal year for failing to meet these assurances. The district or community school must assure it will:

- Ensure that each school the Local Education Agency proposes to serve with this funding will receive all of the state and local funds it would have received in the absence of this funding (supplement, not supplant);
- Spend allocated funds at the appropriate school and on allowable expenses at that school;
- Implement the Ohio Improvement Process (OIP) or a similar continuous improvement cycle, such as ED STEPS;
- Align Title I Non-Competitive, Supplemental School Improvement fund expenditures to the Building Needs Assessment;
- Ensure only evidence-based practices and properly licensed providers are used to support the action steps and strategies in the building's school improvement plan;
- Ensure the providers have access to district- and building-level data as requested by the service provider and to teachers and other district/school personnel as needed;
- Expend funds in accordance with the school improvement components of the building plan and required interventions;
- Ensure Title I Non-Competitive, Supplemental School Improvement funds are used to build the capacity of the building staff and community to address identified needs and, if used for direct student services, the providers are properly licensed; and
- Understand Title I Non-Competitive, Supplemental School Improvement funds may be denied and/or the state may request the district reimburse the Title I Non-Competitive, Supplemental School Improvement funds for failing to meet the assurances.

I certify that I have read these assurances and will operate the Title I Non-Competitive, Supplemental School Improvement grant in accordance with program requirements under SEC. 1003 School Improvement ESEA. I have been authorized by the local educational agency/community school to certify these assurances and to apply for funds on its behalf.

School Allocations

Promise Academy (000936) - Cuyahoga County - 2025 - School Improvement and Support Grants - Rev 0 - Title-I Non-competitive, Supplemental School Improvement

Funds for Title I Non-competitive Supplemental School Improvement grant must be allocated to schools identified as Comprehensive Support and Improvement (formerly Priority), Targeted Support and Improvement (formerly Focus) and Additional Targeted Support and Improvement (formerly Warning).

These funds should be tied to a school's building improvement plan. When considering potential activities to fund with this grant, please review the school's One Plan including the Goals, Strategies and Action Steps.

Please explain the justification for choosing not to allocate funds to CSI, TSI and/or ATSI schools in the school allocation ranking table below, if applicable.

NA

Check Spelling

2 of 4000 characters

In the table below, provide the sort order and building budget amount for the schools that will be served with these funds.

IRN	Building Name	Grade Span	School Label	Sort Order	Building Budget Amount	Students Served
000936	Promise Academy	9-12	Priority (CSI)	<input type="text" value="1"/>	<input type="text" value="\$149,176.44"/>	<input type="text" value="0"/>

Upload/View documents

Promise Academy (000936) - Cuyahoga County - 2025 - School Improvement and Support Grants - Rev 0 - Title-I Non-competitive, Supplemental School Improvement

Please upload any supporting documents as a part of the grant submission.

Document Name/Description:

Upload read-only documents:

Browse...

*When uploading documents, please **do not** submit documentation that contains Personally Identifiable Information (PII) such as names, dates of birth, and social security numbers. If documentation with PII is uploaded, the application will be returned so that the PII can be removed.

Upload

Cancel

List of documents attached for this grant application

Upload Date

Program Narrative

Promise Academy (000936) - Cuyahoga County - 2025 - School Improvement and Support Grants - Rev 0 - Title-I Non-competitive, Supplemental School Improvement

1. The following application questions are **building** specific. The answers must be completed for each **building** that is utilizing Title I Non-Competitive Supplemental School Improvement grant funds for any of the following grant focus areas. **Please specify building names, building IRNs and provide information and responses for all eligible buildings that will be utilizing these focus areas.**

a. Family and Community Engagement Focus Area Questions:

- How will you measure and evaluate family engagement?
- How will family engagement efforts increase the number of families engaged for students in vulnerable populations like those(experiencing homelessness, those involved in the justice system, those in foster care, English learners)etc.?
- How will family engagement efforts go beyond the physical building?

b. Tutoring Focus Area Questions:

- Will tutoring be offered in high-dosage format (3 days/week or 50 hours over 36 weeks)?
- Will tutoring be offered during the school day?
- Describe how tutoring will align to classroom core instruction and, for literacy, Ohio's Plan to Raise Literacy Achievement and the Science of Reading.
- Is the building choosing a provider from Ohio's High-Quality Tutoring Provider Directory or implementing a locally approved tutoring opportunity. Please describe the tutoring program and the criteria used for vendor selection or how the locally approved opportunity aligns to high impact tutoring best practices.
- Describe any planned monitoring and program evaluation efforts for measuring student achievement.

c. Literacy Focus Areas Questions:

- How do the chosen literacy effort(s) support the district's overall focus on literacy improvement and alignment to implementation of practices aligned with the science of reading?
- How will tutoring and/or intervention programming be selected and monitored for adult implementation?
- What training will be provided to literacy coaches and/or educators providing reading intervention?
- How will you ensure that training aligns with the science of reading and Ohio's policies for literacy instruction?

d. Graduate Success and Career Pathways Focus Area Questions:

- How does the proposed strategy align with or enhance the school's/district's overall approach to offering high-quality career pathways? Is the proposed strategy reflected in the district's board approve career advising policy?
- How does the proposed strategy involve business and community partners, particularly those partners engaged in the local Business Advisory Council.
- How does the proposed strategy prioritize pathways that lead to in-demand occupations?

e. School-Based Wellness Programs Focus Area Questions:

- What data did the school use to identify their mental or physical health needs?
- What community partners will be involved in the needs assessment, selection, planning or implementation or program evaluation?
- What evidence-based practices, programming or supports will the school use, or how will they ensure the selection of evidence-based practices,

programming or supports?

- Identify any professional development that may be provided to educators and school personnel as part of the wellness plan.
- Identify the referral processes for students who need Tier II or Tier III mental or behavioral health supports.

f. High-Quality Instructional Materials (HQIM) Focus Area Questions:

- Which materials will the building purchase?

Review and Selection of High-Quality Instructional Materials:

- What subject and/or grade span are you seeking new materials for?
- What is the timeline and events for the review and selection process?
- Is there a tool that will be used to review the materials for quality? If so, what tool?
- What are the goals/expectations for these materials?
- What is the building's plan for monitoring implementation?
- What is the building's Coaching Plan (i.e., instructional coaches and instructional leaders)?

Implementation of High-Quality Instructional Materials:

- What materials will the building be implementing?

• What is the professional learning plan including timeline to provide educators with ongoing job-embedded training and support?

• What are the key deadlines and timeline for implementation?

• What data will be collected and monitored?

Budget

Promise Academy (000936) - Cuyahoga County - 2025 - School Improvement and Support Grants - Rev 0 - Expanding Opportunities for Each Child Non-Competitive Grant

U.S.A.S. Fund #: 572

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	65,940.18	0.00	0.00	0.00	65,940.18
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		0.00	0.00	65,940.18	0.00	0.00	0.00	65,940.18
Adjusted Allocation								65,940.18
Remaining								0.00

Budget Details

Promise Academy (000936) - Cuyahoga County - 2025 - School Improvement and Support Grants - Rev 0 - Expanding Opportunities for Each Child Non-Competitive Grant

Expanding Opportunities for Each Child funds are meant to expand access to and enrollment in school improvement activities for low-achieving students and students from low-income families through grant focus areas. Select the grant program focus below:

Advanced coursework not otherwise available at the student's school

Career pathways not otherwise available at the student's school

Personalized learning

Credit recovery and academic acceleration courses

Graduation Pathways

These funds should support and align to local continuous improvement plans. Grantees are encouraged to visit the [Expanding Opportunities for Each Child Grant website](#) for guidance on allowable activities and resources for identifying and implementing effective grant programming.

FTEs Paid with Expanding Opportunities for Each Child Funds (direct and/or contract service)

Instruction: Properly Licensed Teachers	Instruction: ESEA Qualified Instructional Paraprofessionals
Support Services: Non-Instructional	Specify Support Services Non-Instructional FTE
Governance/Administration (Please note that Governance/Administration costs cannot exceed 2 percent of the award.)	Specify Governance/Administration FTE
Family/Community (Please note that Family/Community costs cannot exceed 1 percent of the award.)	Specify Family/Community FTE
Professional Development	Specify Professional Development FTE

Allowable Activities:

Advanced Coursework: Funds used in this category must pay costs associated with enrollment and participation in academic courses not otherwise Available at the school. - Select all that apply.

New or significantly expanded advanced coursework opportunities such as AP, IB, College Credit Plus, etc.

Advanced STEM or STEAM programs.

Training costs and materials for staff professional development for new or significantly expanded AP, IB or College level coursework.

Curriculum, equipment, and supplies to support new advanced course offerings.

Additional staff for new advanced course offerings.

Other: Explain

Career Pathways Options: Must lead to industry-recognized credentials established under section 123(a) of the Workforce Innovation and Opportunity Act (29 U.S.C.3102) and be aligned with the state academic standards. Uses under this category must lead to enrollment and participation in courses not otherwise available at the student's school.

Additional or significantly expanded access to career pathway and technology courses.

Staff for additional or significantly expanded career pathway courses.

Staff training costs and materials to implement additional or significantly expanded career pathway courses.

Curriculum materials, equipment, and supplies necessary for implementing additional and significantly expanded career pathway courses.

Work-based learning opportunities, including training, learning plans and evaluation costs, for new or significantly expanded career pathway courses.

Exam costs for state-recognized industry credentialing that are not covered by the state (see the Reimbursements for School section on [Industry-Recognized Credentials](#)).

Transportation costs for career pathway and technology course-related field trips.

Other: Explain

Personalized Learning Opportunities: an approach to teaching that allows teachers to provide students with a variety of ways to achieve their best work and demonstrate mastery of learning outcomes. Teachers determine the appropriate instructional approaches and academic supports aligned with individual student interests, desires, and needs. When implementing a personalized learning approach, determine the success criteria for student achievement.

Competency-based learning opportunities.

STEM/STEAM programming.

Project-based learning and/or interdisciplinary learning.

Blended learning, digital/on-line learning opportunities.

Authentic learning experiences aligned to student interests (such as work-based learning, field experiences).

Training costs and materials for staff professional development for personalized learning programs.

Curriculum materials, equipment, and supplies needed for personalized learning opportunities.

Transportation costs for personalized learning opportunities.

Tutoring Services. *Please note that the procurement of tutoring services is only an allowable use of EOEK funds if the provider is on a state-approved list. The Department maintains a [State-Approved Vendor Directory](#). Please email any questions regarding tutoring to eoecgrant@education.ohio.gov.

Other: Explain

Credit recovery and academic acceleration courses that lead to a regular high school diploma.

Credit recovery courses that lead to a regular high school diploma.

Academic acceleration courses that lead to a regular high school diploma.

Graduation Pathways

Competency requirement is demonstrated in alternative pathways for English Language Arts or Math

Readiness requirement demonstrated by earning TWO diploma seals

Other activities that assist students in successfully completing postsecondary level instruction and examinations that are accepted for credit at institutions of higher education.

Test preparation courses for AP, IB, including training of staff, curriculum materials, equipment and supplies.

Exam costs for low-income students for AP, IB, College Credit Plus if not covered by the state

College entrance counseling, advising to assist students in achieving their selected education and career goals, diploma, and postsecondary credentialing.

Other: Explain

Public School Choice Transportation

Transportation to allow a student enrolled in a Comprehensive Support and Improvement (CSI) (formerly Priority) school to transfer to another public school (which may be a community school) that has not been identified by the state as CSI. The LEA may use EOECEC funds for this purpose ONLY if it is not using a portion of its Title I, Part A allocation for public school choice transportation (under section 1111(d)(1)(D)(v)).

Expanding Opportunities for Each Child – Partner Question

Districts and community schools may choose to implement these programs on their own or may decide to work with external entities. Please select and then briefly describe what partners your district or community school intends to work with to execute the grant programming. If applicable, please also describe any collaborations with other grant programming. Check all boxes that apply:

Your district or community school will implement the programs entirely with internal resources (if this box is selected, do not select the other partner options below).

Another district or community school.

An accredited community college or institution of higher education.

A nonpublic entity.

A community-based organization.

Other: Identify the organization type

In the space provided below, write a short narrative describing the partners and any collaborations with other grant programming, if applicable.

Parent and Family Engagement:

1.) The outreach and delivery methods your district or community school plans to use to inform parents/guardians of each program supported with these funds. Current communication methods or structures may be used as part of this outreach, such as newsletters, listservs, paper mailings, e-

learning system announcements, etc. This outreach is intended to inform parents/guardians of the availability of the programming. Website, paper marketing materials, community events, school wide communication platform

2.) A timeframe for outreach and delivery methods detailed above. Be sure that the timeframe allows parents/guardians adequate time to consider the expanded opportunity being offered, so they can make an informed choice. This is ongoing and will start as soon as grant funds are allocated

3.) The outreach and delivery methods your district or community school plans to use to publicly report the results of the programming supported by these funds in improving relevant student outcomes in a manner that is accessible to parents/guardians. Please include the timeframe for when the results reporting will occur. Website and state report card, ongoing and at year end

Budget Narrative for Contracted Services.

Purchased Services: Provide the amounts budgeted for supplemental personal services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services

10,450.00 Properly Licensed Teachers for New or Expanded Learning Opportunities	AP/IB/College Entrance Exams
5,640.18 Costs for Industry Credentialing	Post-Secondary/College Credit Plus Courses
3,140.98 Instructional Materials	Equipment/Hardware
46,709.02 Software/License	Other Purchased Services
Other Purchased Services: Description	

Support Services Purchased Services

Counseling/Guidance	Software/License
Guidance/Counseling Materials, Supplies	Equipment/Hardware
Other Purchased Services	Other Purchased Services: Description

Governance Purchased Services

Program Director/Coordinator

Other Purchased Services

Other Purchased Services: Description

Professional Development Purchased Services

Programs

Coach for Staff to Implement Personalized Learning

Personalized Learning Programs
Consultant that Supports Implementation of

Training Costs/Software/Licenses for PD

Substitute Teachers* (PD)

Travel Mileage/Meeting Expense

Stipends*

Other Purchased Services

Other Purchased Services: Description

* Purchased Service Substitute Teachers and Stipends are intended for staff contracted from a third-party provider such as an ESC. It is recommended that teacher stipends and substitutes employed directly by the district should be budgeted in PD Salary (100) and Fringe Benefits (200)

Family Community Purchased Services

Parent Outreach Materials

Printing

Mailing/Postage

Other Purchased Services

Other Purchased Services: Description

Transportation Purchased Services

Work-Based Learning Experiences

Career Pathways

College Visits

Personalized Learning Opportunities

Attending CSI Schools
Public School Choice Transportation for Students

Other Purchased Services

Other Purchased Services: Description

Supplies and Capital Outlay

Briefly describe purchases budgeted in Supplies (500) and Capital Outlay (600), including Instruction, Support Services, PD, and Family/Community Engagement.

Supplies - Provide an explanation that outlines how the funds are being spent for supplies

Capital Outlay - Provide an explanation that outlines how the funds are being spent for capital outlay.

Program Monitoring

Provide a description of how direct student services funded by this grant will be monitored. Include a description of how adult implementation, student outcomes, quality of services (including services provided by partners) will be collected and analyzed throughout the fiscal year. The Leadership team monitors student data monthly to determine if additional interventions or changing to program is needed. The personalized online software platform also collects student data and provides progress monitoring information to teachers with recommendations for supplemental instruction.

Alignment with the One Plan and One Needs Assessment

Please provide the Goal title and Strategy title from the LEA's or School's One plan that this funding is tied to

Example: LEA One Plan - Goal #1, Strategy #2

Goal #2 English Language Arts and Goal #3 Math Strategy #1 Curriculum, Instruction, and Assessment

Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with these funds (supplement not supplant).

Title II funds will be used to cover the PD costs associated with program implementation, Title I Supplemental cover costs associated with a data coach and Title IV funds are allocated for additional expanded opportunities for students in addition to EOEK funds.

Assurances:

The LEA must meet several requirements of section 1003A Every Student Succeeds Act (ESSA)

1. Ensure that EOEK funds are prioritized to:

- First, distribute funds to schools identified as CSI.
- Then, distribute funds to pay costs for low-achieving students in ATSI buildings.
- Next, distribute funds to pay costs for low-achieving students in TSI buildings.
- Last, pay costs for other low-achieving students served by the local educational agency.

2. Ensure funds are used for one or more of the following identified activities:

- Enrollment and participation in academic courses not otherwise available at a student's school, including advanced coursework, and career pathway courses that are aligned with state academic standards and lead to an industry-recognized credential.
- Credit recovery and academic acceleration courses that lead to a regular high school diploma.
- Activities that assist students in successfully completing postsecondary level instruction and examinations that are accepted for credit at institutions of higher education (including Advanced Placement and International Baccalaureate courses), which may include reimbursing low-income students to cover costs associated with such examinations.
- Components of a personalized learning approach.

3. Ensure that budgeted activities are allowable and aligned with the One Needs Assessment

- Districts and community schools may use no more than 1 percent of the award for outreach and communication to families about available direct student services activities funded through the Expanding Opportunities for Each Child grant.
- Districts and community schools may use no more than 2% of the award on administrative costs related to the direct student services funded through the Expanding Opportunities for Each Child.

4. Ensure, through outreach and communication, that parents:

- Can exercise a meaningful choice of direct student services for their child's education.
- Have adequate time and information to make a meaningful choice prior to enrolling their child in a direct student service.

5. Ensure that only evidence-based practices (ESSA Levels 1–3 only) and properly licensed providers are used to support the action steps and strategies in the building's school improvement plan.

6. Ensure that service providers have access to district- and building-level data, to teachers, and to other district/school personnel upon request.

7. Ensure that any post-secondary institutions providing services and/or support for EOEK programming are accredited.

8. Ensure that all direct student services are monitored.

9. Ensure that the result of direct student service providers in improving relevant student outcomes is publicly reported in a manner that is accessible to parents.

10. Ensure that if using the funds for transportation to allow a student enrolled in a CSI school to transfer to another public school that is not identified as CSI, the LEA has not reserved funds under Title I, Part A for public school choice transportation (under section 1111(d)(1)(D)(v)).

■ I certify that I have read these assurances and will operate the Expanded Opportunities for Each Child grant in accordance with program requirements under SEC. 1003A, Direct Student Services ESEA. I have been authorized by the local educational agency/ community school to certify these assurances and to apply for funds under the Expanded Opportunities for Each Child grant on its behalf.

School Allocations

Promise Academy (000936) - Cuyahoga County - 2025 - School Improvement and Support Grants - Rev 0 - Expanding Opportunities for Each Child Non-Competitive Grant

Funds for Direct Student Services are to be allocated according to the following criteria (ESEA 1003A(c)(4)).

1. First, distribute funds to schools identified as CSI.
2. Then, distribute funds to pay costs for low-achieving students in ATSI buildings.
3. Next, distribute funds to pay costs for low-achieving students in TSI buildings.
4. Last, pay costs for other low-achieving students served by the local educational agency.

If your local education agency does not have any Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ASTI) schools, priority should be given to the schools with low-achieving students. In the table below, provide the sort order and building budget amount for the schools that will be served with these funds. Please note that districts are not required to serve all schools with these funds.

In the text box, please explain the justification for skipping any CSI, TSI, or ATSI buildings in the school allocation ranking table and serving a non-identified building instead. Example: Other funding sources are used for these activities at the identified building skipped.

NA

Check Spelling

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IRN	Building Name	Grade Span	School Label	Sort Order	Building Budget Amount	Students Served
000936	Promise Academy	9-12	Priority (CSI)	<input type="text" value="1"/>	<input type="text" value="\$65,940.18"/>	<input type="text" value="100"/>

Program Narrative

Promise Academy (000936) - Cuyahoga County - 2025 - School Improvement and Support Grants - Rev 0 - Expanding Opportunities for Each Child Non-Competitive Grant

1. The following application questions are **building** specific. The answers must be completed for each **building** that is utilizing Expanding Opportunities for Each Child grant funds for any of the following grant focus areas. **Please specify building names and provide information and responses for all eligible buildings that will be utilizing these focus areas.**

Advanced Coursework Additional Question:

1. What data will be analyzed to support the expansion or introduction of Advanced Coursework or Programming?

Graduate Success and Career Pathways Additional Questions:

1. How does the proposed strategy align with or enhance the school or district career pathways initiatives?
2. Is the proposed strategy reflected in the district's board approved career advising policy?
3. How does the proposed strategy involve business and community partners, particularly those partners engaged in the local Business Advisory Council?
4. How does the proposed strategy prioritize pathways to meet the local in-demand occupations?

Personalized Learning Additional Questions:

1. What data has been used to identify personalized student needs?
2. What community partners will be involved in the needs assessment, selection, planning, implementation, and/or program evaluation?
3. Describe the criteria used to select the evidence-based practices, programming, or direct student support.

4. Identify any staff professional development requirements that will be required for program implementation.

Credit Recovery and Accelerated Learning (Tutoring) Additional Questions:

1. Identify the name of the tutoring provider selected from Ohio's High-Quality Tutoring Vendor Directory.

2. Describe the high dosage tutoring delivery model (days/hours/minutes).

3. What data sources will be analyzed to ensure that tutoring services are aligned with grade level instruction?

4. Describe the improvement model that will be used to evaluate student achievement or performance outcomes.

Funding Application Contact

Name: ▼

Substantially Approved Dates

Promise Academy (000936) - Cuyahoga County - 2025 - School Improvement and Support Grants - Rev 0 - Substantially Approved Dates

Grant	Substantially Approved Date
Title-I Non-competitive, Supplemental School Improvement	07/01/2024
Expanding Opportunities for Each Child Non-Competitive Grant	07/01/2024

Assurances

Promise Academy (000936) - Cuyahoga County - 2025 - School Improvement and Support Grants - Rev 0 - Assurances

The Federal agencies referred to in this document, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United States Department of Health and Human Services and the United States Department of Labor, are all herein referred to as the "DEPARTMENT," and the Ohio Department of Education and Workforce, herein referred to as the "DEW," and the local educational agency (LEA), herein referred to as the "SUBGRANTEE." DEW may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 75-77, 79, and 81-84, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

- 1 That the SUBGRANTEE will accept funds in accordance with applicable Federal and State statutes, regulations, program plans, and applications, and administer the programs in compliance with all provisions of such statutes, regulations, applications, policies and amendments thereto.
- 2 That the SUBGRANTEE has the necessary legal authority to apply for and receive the proposed grant or subgrant and enter into the contract.
- 3 That the SUBGRANTEE is aware all Federal and state funds granted to it are conditioned upon the availability and appropriation of such funds by the United States Congress and the Ohio General Assembly. These funds are subject to reduction or elimination by the United States Congress or Ohio General Assembly at any time, even following award and disbursement of funds. Except as otherwise provided by law, the SUBGRANTEE shall hold DEW harmless for any reduction or elimination of Federal or state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the SUBGRANTEE shall immediately cease further expenditures under any Federal or state project.
- 4 The SUBGRANTEE will adopt and use the proper methods of administering the subgrants per 2 CFR 200 Sub Part F, including, but not limited to:
(A) The enforcement of any obligations imposed by law.
(B) The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation.
(C) The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
- 5 The SUBGRANTEE, by submission of a grant proposal, agrees that the DEPARTMENT or DEW have the authority to take administrative sanctions, including, but not limited to, suspension of cash payments for the project, suspension of program operations and/or, termination of project operations, as necessary to ensure compliance with applicable laws, regulations and assurances for any project. The SUBGRANTEE acknowledges this authority under 2 CFR 200.338 and Ohio Revised Code Section 3301.07 (C), as applicable.
- 6 The SUBGRANTEE has obtained a Unique Entity ID (UEI) and registered the UEI in the federal System for Award Management (SAM) as required by 2 C.F.R. 25 Appendix A. The district must enter the UEI the Ohio Educational Directory System (OEDS-R).
- 7 That the SUBGRANTEE will obligate funds within the approved project period as set forth in the approved application and will liquidate said obligations not later than 90 days after the end of the project period for grants applied for electronically. For purposes of approved projects, obligations have the same meaning as contained in The Uniform Guidance 2 CFR 200.71 and 200.343.
- 8 That the SUBGRANTEE agrees, when funded on an advance basis by DEW, to minimize the time between the transfer of funds and the disbursement by the local entity in accordance with the Cash Management Improvement Act (31 CFR part 205). The SUBGRANTEE agrees to maintain cash balances which meet their immediate cash needs only. Any interest earnings by the SUBGRANTEE will require repayment (2 CFR 200.305).
- 9 That the SUBGRANTEE will, where applicable, use federal funds to supplement and not supplant State and local funds expended for educational purposes and, to the extent practicable, increase the fiscal effort that would, in the absence of such funds, be made by the SUBGRANTEE for educational purposes.
- 10 That the SUBGRANTEE shall, to the extent possible, coordinate each of its projects with other activities that are in the same geographic area served by the project and that serves similar purposes and target groups (34 CFR 76.580).
- 11 That the SUBGRANTEE may not consolidate applicable programs or commingle funds derived from one appropriation with those derived from another appropriation, unless specifically authorized by statute.
- 12 That the SUBGRANTEE will not subgrant the approved project to another entity without the express written consent of DEW.
- 13 The SUBGRANTEE will comply will 2 C.F.R. Part 200 Standards for Financial and Program Management, including but not limited to, effective control over, and accounting-ability for, all funds, property, and other assets and must adequately safeguard all assets and assure that they are used solely for authorized purposes.
- 14 That the SUBGRANTEE has the capacity and agrees to report financial data verifying compliance with program regulations and will conform all activities conducted under the approved grant to the provisions contained within 2 CFR 200.
- 15 The SUBGRANTEE will comply with local, state and Federal procurement policies when purchasing equipment and supplies. Equipment and supplies purchased for use in a Federal or state program will comply with the provisions of 2 CFR 200.318. The SUBGRANTEE will furthermore utilize competitive bidding practices in compliance with applicable procurement regulations.
- 16 That the SUBGRANTEE will acquire, use, maintain and dispose of equipment purchased for the approved project in accordance with 2 CFR: 200.313-Equipment; 200.20- Computing Devices-Machines used to acquire, store, analyze, process, public data and other

	information electronically. Includes accessories for printing, transmitting and receiving or storing electronic information; 200.94 Supplies-Tangible personal property other than equipment computing devices are supplies if less than \$5,000.
17	That the SUBGRANTEE may not use its Federal or State funding to pay for any of the following: (A) Religious worship, instruction, or proselytization. (B) Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified in this assurance, herein. In the case of any project involves construction, the project is consistent with overall State plans for the construction of school facilities, if applicable; and in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under Section 504 of the Rehabilitation Act of 1973, in order to ensure that facilities constructed with Federal (which become subsequently State) funds are accessible to and usable by handicapped individuals. For the construction of facilities with Federal funds per 2 CFR 200.320, the SUBGRANTEE will comply with the provisions of the Davis-Bacon Act.
18	That the SUBGRANTEE may not use Federal funding for the acquisition of real property unless specifically permitted by the authorizing statute or implementing regulations for the program (2 CFR 200.311). If real property or structures are provided or improved with the aid of Federal financial assistance, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer or sale of such property or structure. If personal property is so provided, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer, disposal and sale of such. The Uniform Guidance 2 CFR 200.307, 200.311, 200.312 and 200.400.
19	The SUBGRANTEE will abide by the single audit requirements that a non-federal entity that expends \$750,000 or more during the non-federal entity's fiscal year in Federal awards must have a single audit conducted in accordance with 2 C.F.R. 200.514 "Scope of Audit", except when it elects to have a program specific audit conducted and 200.515 (GAAP). The SUBGRANTEE will submit to DEW the aforementioned audit reports in accordance with The Uniform Guidance Subpart F. In the event of a sustained audit exception, and upon demand of DEW, the SUBGRANTEE shall immediately reimburse DEW for that portion of the audit exception attributable under the audit to the SUBGRANTEE. The SUBGRANTEE agrees to hold DEW harmless for any audit exception arising from the SUBGRANTEE's failure to comply with applicable regulations.
20	That the SUBGRANTEE will maintain records, including the records required under Section 437 of the General Education Provisions Act ("GEPA"), 20 U.S.C. Section 1221, and provide access to those records as DEW or the DEPARTMENT and the Comptroller General or any of their authorized representatives in the conduct of audits authorized by Federal Law or State Statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information. The Uniform Guidance 2 CFR 200.333-337. That it shall per 2 CFR 200.333 maintain records for 3 years following completion of the activities for which the SUBGRANTEE uses the federal or state funding and which show: (A) The amount of funds under the subgrant or grant. (B) How the SUBGRANTEE uses the funds. (C) The total cost of the project. (D) The share of that total cost provided from other sources.
21	That the SUBGRANTEE will make reports to DEW and to the DEPARTMENT as may reasonably be necessary to enable DEW and DEPARTMENT to perform their duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by DEW and/or the DEPARTMENT and shall be supported by appropriate documentation.
22	That the SUBGRANTEE agrees to continue its coordination with DEW during the length of the project period.
23	That the SUBGRANTEE will comply with 2 C.R.F. Part 200.343 regarding closeout procedures. The administration actions include, but are not limited to, submitting, no later than 90 calendar days after the end of the period of performance, all financial, performance and other reports as required by the terms and conditions of the federal award.
24	That the SUBGRANTEE will ensure that no person be denied the benefits, or be otherwise subjected to discrimination on the ground of race, color, national origin, handicap, or sex under any program or activity for which the SUBGRANTEE receives federal financial assistance. Admissions policies for private schools are understood and agreed to be part of such programs. In this vein, the SUBGRANTEE agrees to assure compliance with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.); Title IX of the Education Amendments of 1972 (20 U.S.C. Section 1681-1683); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794); the Age Discrimination Act (42 U.S.C. Section 6101 et seq.); and the Americans with Disabilities Act ("ADA") (42 U.S.C. Section 12101 et seq.).
25	That the SUBGRANTEE will comply with Section 8524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act, and that SUBGRANTEE has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools dated February 7, 2003.
26	That the SUBGRANTEE will make readily available to parents and to other members of the general public any application, evaluation, periodic program plan or report relating to each program.
27	That the SUBGRANTEE has adopted effective procedures for: (A) Acquiring and disseminating to teachers and administrators participating in each program, significant information resulting from educational research, demonstration and similar projects; and (B) Adopting, if appropriate, promising educational practices developed through those projects.
28	That the SUBGRANTEE will provide reasonable opportunities for participation by and outreach to teachers, family members, and other interested agencies, organizations and individuals in the planning for and operation of each program, as may be necessary according to statute.

29	That the SUBGRANTEE shall cooperate in any evaluation by the DEPARTMENT including other provisions to support teaching and learning assurances that the State will, beginning in school year 2002-2003, participate in biennial State academic assessments of 4th and 8th grade reading and mathematics under the National Assessment of Educational Progress carried out under section 411(b)(s) of the National Education Statistics Act of 1994.
30	That the SUBGRANTEE may not count tuition and fees collected from students toward meeting matching, cost sharing or maintenance of effort requirements of a program (34 CFR 76.534).
31	That the SUBGRANTEE will comply with 34 C.F.R. Section 76.652-662, if a program so requires, and ensure participation of children enrolled in eligible private schools, excluding for-profit private schools, in the area to be served. (A) Provide private school students with a genuine opportunity for equitable participation. (B) Provide an opportunity to participate in a manner that is consistent with the number of eligible private school students and their needs. (C) Maintain continuing administrative direction and control over funds and property that benefit students enrolled in private schools.
32	That the SUBGRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).
33	That the SUBGRANTEE will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project (34 CFR 76.683).
34	That the SUBGRANTEE will comply with the Safe and Drug Free Schools Act (as amended) and the Pro-Children Act of 1994 (as amended).
35	That the SUBGRANTEE will ensure personnel employed as teachers and instructional aides or personnel contracted to provide such service to the SUBGRANTEE shall be certified as required by Ohio Revised Code Section 3319.22, 3319.30 and 3319.088.
36	That the SUBGRANTEE will comply with requirements regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion (34 C.F.R. Part 82) and Drug-Free Workplace (34 C.F.R. Part 84) and the required regulations implementing Executive Order 12549: (A) All fund participants certify, by submission of this statement, that project funds will not, in any way, be used for the purpose of Lobbying or otherwise influencing decisions supporting the granting of funds administered by the Ohio Department of Education and Workforce (DEW). (B) The prospective lower tier participant certifies, by submission of this statement, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency. (C) If the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this statement. (D) That subgrantees receiving DEW administered funds will provide a drug-free workplace.
37	That the SUBGRANTEE will comply with any additional assurances listed on a specific application as required by a particular DEW program office administering the program.
38	That the SUBGRANTEE will comply with the requirements of the Boy Scouts of America Equal Access Act (Boy Scouts Act), 20 U.S.C. 7905, 34 C.F.R. Part 108, and with other federal civil rights statutes enforced by OCR.
39	That the SUBGRANTEE will comply with requirements to collaborate with the State or local child welfare agency to designate a point of contact regarding the educational stability of children in foster care and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of time in foster care. ESEA Section 1112(c)(5)(A-B).
40	That the SUBGRANTEE will comply with requirements of the Award Term for Trafficking in Persons under 2 C.F.R.175.15 which prohibits SUBGRANTEES from engaging in severe forms of trafficking in person during the period of time that the award is in effect.
41	That the SUBGRANTEE will comply with Executive Order 13513 which states that SUBGRANTEES and their personnel are prohibited from text messaging and e-mailing while driving a government owned vehicle, or while driving their own privately-owned vehicle during official grant business.
42	That the SUBGRANTEE will comply with the Memorandum to ED Grantees Regarding the Use of Grant Funds for Conferences and Meetings (link to memorandum).
43	That the SUBGRANTEE will abide by the following requirements when issuing statements, press releases, request for proposals, bid solicitation and other documents describing projects or programs funded in whole or in part with federal money to comply with Section 505 of Public Law 113-76, Consolidated Appropriation Act of 2014: (1) The percentage of the total costs of the programs or project which will be financed with Federal money; (2) the dollar amount of Federal funds for the projects of programs; (3) the percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.
44	That the SUBGRANTEE (LEA board or governing authority) reviews and approves the use of all federal subgrants.
45	That the SUBGRANTEE policies and procedures includes a prohibition on related party transactions for employees, contractors, and service providers in its conflict-of-interest policy.
46	That the SUBGRANTEE, when using federal funds to contract for equipment or services, will do both of the following: (A) Comply with the U.S. Department of Education's procurement standards requiring federal subgrant recipients to develop written procurement procedures and to conduct all procurement transactions in a manner that provides open and free competition; (B) Prohibit any employee, officer, or agent of the SUBGRANTEE from participating in the selection, award, or administration of the contract

if a real or apparent conflict of interest exists.

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).